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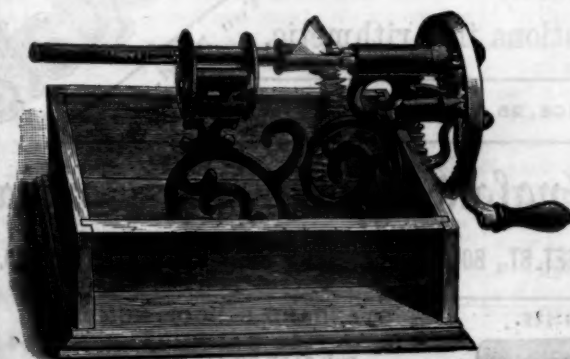
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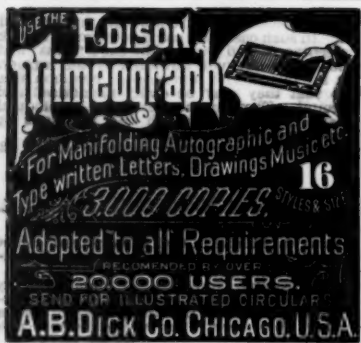
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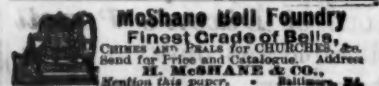
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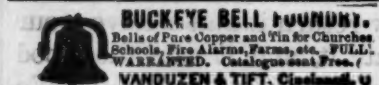
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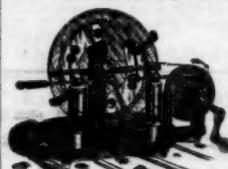
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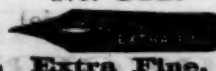
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THE new College for the Training of Teachers, just chartered, bids fair to be one of the most important institutions in this country. Dr. Nicholas Murray Butler, its president, has shown great wisdom in outlining its plans, for it is to be a real teachers' college, and the first of its kind of which we have any knowledge. Students who enter must have passed through the ordinary normal and high school course, and after completing two years' study, will receive the degree of Bachelor of Pedagogy. This school will make more than ever the distinction between a normal school and a normal college a definite one, and the new degree will give teaching a professional standing. We are coming nearer the time when teaching will be a professional calling, and this new college under the direction of its efficient executive head will do much to hasten the good time along. In addition to its literary advantages the manual training question will be practically solved in its walls, and its graduates will be competent to teach drawing, modeling, wood working, sewing, cooking, and the construction of simple scientific apparatus. All of this will be in addition to the thorough study of the solid branches.

WHERE are the successful men and women educated? Who started them on their

course? Home influences are powerful; but street education frequently counteracts it. Father and mother, brothers and sisters, cannot undo what is often done on the sly by boys of the town. Many parents keep their children off of the street, and guard their associations with jealous care. They even go so far as to keep them away from the public school for fear of contamination, thinking that by that means they will grow up strong in morals as well as mind; but they make a great mistake. It is undeniable that the schools are to-day educating the men and women of the next generation, morally, physically, and mentally, and unless influences change speedily, their power over the rising generation is destined to grow more and more. If the successful men and women of the past have not been educated in the public school, they certainly will be in the future. We believe that the destiny of the next age is to-day in the hands of school teachers.

In discussing our national habit of political lying the *Popular Science Monthly* recently said that its remedy must be sought in a reorganized national education. It insists that we need to cultivate in children "the sense for reality by teaching them to know things in their properties and relations." Knowledge is a safeguard against sin. First a knowledge of God, and then a knowledge of realities. Nothing influences a child more powerfully than knowing results. He commences with very small physical causes and effects, but soon reaches the higher department of morals. When a child understands some of the results of doing, he begins to grow mentally and morally in a strong and lasting way. Although we can not always tell where successful men were educated we can always tell how; and this is by knowing the results first, and the causes afterward of certain actions. We know a boy who can never become a drunkard—he knows the effects of drunkenness, not by his own experience or that of his father, but by being taught to observe its results in others. He has been strengthened beyond any reasonable fear of falling. This whole subject is one of great importance. We commend it to the earnest consideration of our readers.

THE time will come when the practice of licensing sin for the purpose of making it support schools and hospitals will be looked upon in its true light. It has been recently reported that in Omaha there are three hundred and forty self-confessed prostitutes who make the city officials monthly payments, and receive receipts therefor amounting to \$24,000 a year. The revenue derived from their business, with that from the sa'oons, goes to support the public schools. Yet Omaha points with pride to her public-school buildings, and boasts of the high salaries paid to teachers. What sort of morality is this? Are we better than Greece 500 B. C.? We wish our readers would look into their histories and see.

NEW YORK CITY is moving in the right direction. It is now proposed to remove the odious burden of annual markings. There are hereafter to be two grades of teachers, the "maximum" and the "standard." Classes taught by teachers in the "maximum" grade shall not be subjected to the regular class examinations, except when a principal reports that the instruction or discipline of such a teacher is below the standard required of a teacher in the "maximum" grade. Whenever from any cause it may be deemed expedient, the city superintendent shall assign two of his assistants to visit and examine such teacher's work. On their report such a teacher may, with the concurrence of the principal, be transferred from the "maximum" grade to the "standard" grade.

THE REFORM committee, referred to above, recommend that at least two meetings a year, of the teachers in each school, should be held by the city superintendents, to discuss and teach methods of instruction and management. Isn't it strange that such meetings have not hitherto been held? It would seem that this recommendation should have originated from the dictates of the educated common sense of New York principals, rather than a committee of lawyers who profess to know nothing about the science of teaching. But from whatever source it comes, it comes most refreshingly.

WE NEED supervision but not percentage or any other kind of marking. The "reform" committee of the board of education of this city, have done well to recommend that hereafter no marks are to be assigned to teachers or classes in their reports, only detailed statements of work done, methods, and results. This is excellent! The day of the elevation of the teacher from the condition of a slave, and a child driver, to an educator, independent, and so professional, is near at hand, for which all lovers of children will rejoice.

MOST of school difficulties come from the fact that educational control, especially in cities, comes from without and not from within. Boards of education attempt to do the work of expert educators and naturally fail. Time will change all this, but it will take time. In the hands of the "board" it is often the case that even subordinate school officers are commanded to do things that are contrary to their better judgment, and sometimes superintendents go and come as ordered. The public naturally expect their chief educational executive officer to rectify mistakes and right wrongs, but it is not uncommon for him to say, when appealed to, "I am only the servant of the board, I am here to execute the laws." And he is right. What can he do when bankers, lawyers, doctors, and clergymen, put their heads together? They look at things through their own spectacles and propose to act according to their sight, and if the superintendent doesn't like it he can resign. We have known a board to elect a superintendent with the distinct understanding that he was to obey, and he did obey. A president of a certain "board" said, "We propose to run our schools, and if any teacher objects the sooner he resigns the better it will be for him." All this will read very curiously a hundred years hence!

A MOTION has recently been agreed to by the London school board, which has a direct bearing upon the methods of cast iron grading and cramming for examinations, so common in many schools in this country. The "delicate" question in England is "payment by results," and in the motion referred to, this was declared "opposed to real educational progress and should be abolished." Mr. Linn, its mover, said that "variety is the chief characteristic of development, but the minds of all children are supposed to be the same, and no external circumstances or variety in the power of brain are taken into consideration. Education to-day is sacrificed for the sake of cramming, and no matter what the improvement might have been in the intelligence of the child, the examinations are crammed for. It is not the intelligence that passed, but the mere power of memory. The system held back the bright child and over-pressed the weak, and its whole result was to reduce the children in the schools into mere money-making machines, out of which was ground all it could. On the lives of the teachers, the result has been dull and deadening." And the result will always be the same where the conditions are the same.

A DRY TEACHER.

Quintilian says that "nothing is so much to be dreaded as a dry teacher." Why? Because there is no juice in him, and where there is no juice there is death. Juice in plants, and blood in animals, contain the elements of life. But there is juice in thought as well as in vegetables and animals, and in this juice there is to be found the life of thought. A teacher who is a dry husk is of no use. He may do for stuffing mattresses, or kindling fires, but for all purposes of thinking he is dead. He can mumble over vocabularies, names, dates, axioms, rules, laws, paradigms, parsings, diagrammings and all such, but for all purposes of life-giving, inspiration, uplifting, he is dry. A dry lawyer starves to death, a dry preacher mumbles to empty seats, a dry doctor often goes to bed without his supper, unless he eats his own pills, but many a dry teacher is paid a good salary. Here is a distinction without a difference, because of the ignorance of the people. They often mistake gravity and severity for wisdom—owliness for wit.

Nothing should be dry in the school-room! "What! nothing?" Yes, nothing! "Not arithmetic?" No. "Not geometry?" No. "Not conic sections?" No. "Not history?" No. "Not the calling of the roll?" No, nothing, absolutely nothing! The calling of the roll can be made the most interesting exercise in the school. The opening exercises can put swift speed willingly in the feet of scholars half a mile away from the school-house. The arithmetic class can make children jump for joy, and the geometry recitation can give them delight. When juice gets into a school, markings and all such mechanical, patented, humbugs get out. A dry teacher must have artificial stimulants to keep him up. He has to have them or he would soon die of the dry rot. This is the reason why all dry teachers are such earnest advocates of whippings, percentage standings, report cards, and such like crutches, stays, and educational corsets.

Dry teachers seldom smile and rarely laugh. Dogs would laugh if they knew enough, so would dry teachers. A hearty laugh is cold water to the tired soul and food for the hungry mind. But when soul and mind are dried mummies they need no cold water or food. Think of making an Egyptian mummy drink and eat! then can you think of a mummified teacher doing those things. He simply can't, for he hasn't the capacity.

REFORM IN NEW YORK CITY.

So much has been said concerning school reforms in this city that our readers will rejoice to learn that talk is coming to an end and work has actually begun. War is over, for all admit that changes are imperatively demanded. Last year a committee of eight was appointed to investigate and report on the methods and study in the public schools, and to recommend any desirable changes. Their first report, presented at the last meeting of the board, deals with the examination of children as made by the superintendents and the marking and grading of teachers and principals. The evils in the school system the report considers as the outgrowth and sequence of the marking and examination methods employed in the vain attempt to ascertain the true character of class-room work.

THE METHOD OF EXAMINING.

The report says that "the average time that the examiners spent with each class does not exceed half an hour. The main object of the examination of the pupils is to grade and mark the teachers, and to determine with what degree of success the class-room work is carried on. Marks are given by the examiners to the teachers on each subject, but the teachers are not informed what marks are awarded, nor is any provision made by which such information may be conveyed to them. The general results are reported to the trustees of the respective wards in which the teachers are employed, but as to how such results are reached, or in what particular subject a class may have failed, the record is silent. The teachers know that these marks (if they receive any attention) will form the basis upon which promotion or worthiness for promotion, is to be determined. They know that in case of illness, when it may be necessary to come before the board, if the marks are below a certain standard the salary expected may be seriously diminished, and that in case two marks of "fair" are awarded in succession, a summons will be received to appear before a committee of the board and answer a charge of inefficiency as a teacher. At times, to the young, nervous, or inefficient teacher, the examination is a positive bugbear, and the examiner a natural

enemy; and this estimate is speedily detected and shared in by the pupils."

IRON CLAD.

The report continues to say that "when it is remembered that the system has been administered with iron-clad uniformity, and at times with severity, the results it produces cannot surprise the thoughtful observer. The system, as it is now administered, and as it has been administered for years, offers an inducement to all teachers to devote every energy to the preparation of the class for the expected and ofttime dreaded examination, and the work of instruction is at times carried on with a total disregard of the real advancement of the children in knowledge, character, or mental power. It furnishes a stimulus to the teacher to cram and load the memory of the pupil with facts and figures to be retained for a time, and then drawn out at the proper moment by the expected and looked for question. Accuracy of statement and correctness of answer are counted far beyond their real value, and even among the youngest children the memory is used as an educational tool to a degree that should not be tolerated even in the education of adults."

It is not often that we find so much truth crowded into so few words. The people of both this city and Brooklyn are realizing that school methods must keep pace with the march of human thought. We only utter an accepted fact, when we say that the administrators of our school systems should lead the people, and not be pushed forward by them. We are sorry that these reforms have been suggested by the board of education; they ought to have come from the teachers, and in a properly arranged system of administration they would have come from that source. As it is the New York board of education manage New York City school affairs, and so it happens that reforms drag their slow length along, only coming when public sentiment determines the board to bring them forward. But, notwithstanding, we rejoice in this report and shall have more to say about it in the future.

EDUCATION IN NEW YORK.

POINTS FROM SUPT. DRAPER'S REPORT.

New York spent something over \$15,096,000 to support her schools last year.

Normal schools without exception are flourishing as never before.

One of the most gratifying features of the report is the evidence going to show that the school teachers throughout New York are advancing in regard for their profession.

Teachers have been at work as never before. They are advancing in technical knowledge; they are investigating and improving in their methods of teaching; they are broadening in their knowledge of affairs and in general culture; they are being put upon their own merits; they are seeing the necessity of progress; they are beginning to realize that the most progressive teachers will have preferment, and they are striving for advancement, and are advancing. The number of candidates in the annual state examination in August, was considerably more than double what it had been at any previous examination. The normal schools and training classes, and institutes are fuller, and show more zeal and avidity than ever before.

The adoption of the policy of public examinations for teachers' certificates has much to do with the improved condition of things. In order still further to improve the standing of the teachers he urges with much force the passage of a law to prevent their removal in mid-term except for cause.

Mr. Draper calls attention to the alarming fact that, comparatively speaking, the attendance upon the public school is falling off. He sounds the alarm thus, "The total attendance upon the schools during the past few years, when compared with the whole number of children of school age, has grown less and less with strange uniformity."

A reasonable appropriation should be made, surrounded by the proper safeguards to be devoted exclusively to the organization and extension of libraries, and provision should be made at once for organizing city and township library associations. The matter is an important one.

Great as are the advantages of manual training in the schools, the superintendent does not think that they justify setting up schools of carpentry in all the common schools. In this connection he says: "I have entertained the opinion that any possibility which there might be of relating manual training to common school work, in a practical and advantageous way, has been made more remote than it would otherwise have been, by reason of the fact that the kinds of industrial work

which have been pushed forward, were such as seemed incongruous with school work, and gave small promise of assimilating with it. It has seemed to me that the same ends could be attained as effectually, and in a way more simple and practicable." Free hand and industrial drawing, and the study of form and models furnish quite enough instruction for the eye and hand in his view. It should be taught in all grades and classes. It costs little money, and is the best preparation for the mechanical arts.

He advocates a special fund for school libraries, and asks for \$5,000 to pay for sending a school exhibit to the Paris Exposition in October next.

THE UNITED STATES COMMISSIONER OF EDUCATION.

No department of public work could be made more profitable to the schools of our country, than the Bureau of Education. Because it has not done more good is not the fault of the commissioners. The office has no power even to call for statistics with authority; it can only request for information, thankful for what it gets. The ablest man in Christendom as commissioner would have both hands tied, and then be blamed for not being more efficient. The bureau has not had a fair trial because it has never been properly constituted. We have no national system of education, and are not likely to have any for several generations to come. All this shows that we should have an educator of known executive and creative ability. He should not be content to fall in with the speed and jog prescribed by law, but should mark out for himself an efficient plan of organization, and then secure its adoption by Congress. No officer in this nation has better opportunities for work than the commissioner of education, but we are free to confess that unless the department can be made to touch and influence school legislation and action more directly than in the past we shall not be sorry to see its abolition.

But who shall the new officer be? This question is just now a most interesting one. President Harrison will use his own judgment, little influenced by what the educational press may say, yet the press will continue to speak its mind all the same. The gentlemen already named are: A. J. Rickoff, E. E. White, T. W. Bicknell, T. J. Morgan, W. T. Harris, W. E. Sheldon, A. P. Marble, N. C. Dougherty, Nicholas Murray Butler, E. H. Cook, J. W. Patterson, and S. T. Dutton. To those we add W. A. Mowry, William J. Milne, Aaron Gove, B. A. Hinsdale, John Swett, D. L. Kiehle.

The best men in New England for the office are W. A. Mowry, and S. T. Dutton. T. W. Bicknell has push and capacity; he is withal a first class politician and would make the office highly lively. People would hear of him, but he isn't the man for the place, although next to Mowry and Dutton we should prefer Bicknell to any New England man named. Gen. Morgan will not be appointed on the ground of qualifications. He may be, if Gen. Harrison considers friendship above fitness, but on no other grounds. If he gets the place he will follow very closely in the steps of his illustrious predecessors. There will be dignity, *ore rotundo*, but no advance. Passing by the others named from Yankee land we find E. H. Cook's name from New York. This gentleman is no more likely to get the office than to be struck by lightning during the month of March. There are a hundred New Yorkers whom we would name before we came to him. Two men among us are especially fitted for it, William J. Milne and Nicholas Murray Butler. Dr. Milne is the ablest normal school principal in the United States. We have no fear that this statement will be contradicted. In only one respect is the venerable and beloved Dr. Sheldon superior to Dr. Milne, namely, in his knowledge of Pestalozzian principles, and in his earnestness for the adoption of improved methods of teaching. In scholarship, Dr. Milne is his superior. Aaron Gove is a clear headed and effective executive officer, but he is too conservative for the place. Dr. Hinsdale would be a good man whom the President would make no mistake in appointing. John Swett of California is the best man on the Pacific coast, and Supt. Kiehle the best man in Minnesota, so far as this office is concerned. If the President will take the pains to investigate the fitness of W. A. Mowry, of Boston; Wm. J. Milne, of Geneseo, N. Y.; Nicholas Murray Butler, of New York City; B. A. Hinsdale, of Ann Arbor, Michigan; John Swett, of San Francisco, California; D. L. Kiehle, of Minnesota; and S. T. Dutton, of New Haven; and select his officer from these nominations; he will make no blunder. Then the educational affairs of the country will be safe for the next four years as far as the national bureau can make them safe.

At the meeting of the board of education in this city last week, President Simmons astonished the town by appointing on the committees the persons who voted for him; the exceptions are hardly worth mentioning! That our readers may understand the case it may be stated that the board is about equally divided into conservatives and progressives. There are twenty-one members in all. The conservatives are Messrs. Simmons, Vermilye, Devoe, Galloway, Purdy, Holt, Traud, Hunt, Seligman, Gugenheimer, and Schmitt. The progressives are Sprague, Kuhne, Webb, Peaslee, Cole, Sanger, O'Brien, Miss Dodge, Mrs. Agnew, and Mrs. Powell. Mr. Simmons put the eleven conservatives into office and left the others off. As a political measure this is bad; as a matter of justice it is bad; these ten progressives have rights that must be respected. Mr. Schmitt was with the progressives until the last moment; this shows that in reality the progressive elements in the board are eleven out of twenty-one. People will believe that a cause that eleven persons out of twenty-one espouse must have something in it. Personally the JOURNAL greatly admires Mr. Simmons, but this action compels the statement that the progressives have been unfairly dealt with. We counsel a recasting of those committees. True the progressives have made trouble in the board during the past year, and not all of their methods can be approved; but they mean the welfare of the schools; they are men and women of intelligence; they are members of the board of education. Nor do we approve of any progressive refusing to serve on a committee. In a committee of five let the president put on three conservatives if he chooses, but let him in fairness give those ten members of the board a "show" in conducting the business.

No study contains so much inspiration, and is fuller of instruction than the history of education.

A FULL sketch of the life of the late Dr. John H. French will be printed in our columns next week.

JUST now the hero of the world is Stanley. He left Emin on May 27, arrived at Boma of Bouala on August 17, and agreed to wait there for Tippu-Tib. When he learned how affairs had gone at Yambouga, his old camp on the Aruwimi, he appealed to Tippu-Tib to furnish him with a new force, and even to go back with him to fetch the ivory. Consult the Map of Africa on another page.

THE recent report of the reform committee of the New York board of education contains a strong arraignment of the marking system as the cause of much that impairs the usefulness of our schools. It proposes to secure better work on the part of the teachers by dividing them into two grades—"maximum" and "standard." The emulation produced by the striving of "standard" teachers to reach the "maximum" grade, and of those already there to retain their place, would undoubtedly do away with much that is bad in the present system of marking teachers.

MR. WILLIAM I. CHASE, editor and manager of the *School Herald*, died on the evening of January 2, 1889. The immediate cause of his death was effusion at the base of the brain. Mr. Chase was a young man of remarkable talent and energy, a Christian gentleman. He leaves a wife, an aged mother, and several brothers and sisters.

THERE has never been a time in the history of education when the child was more earnestly studied. Scientific students of pedagogics feel deeply the great necessity of knowing more concerning the way the mind unfolds. A book exceedingly helpful in this study is Perez's "First Three Years of Childhood," edited by Alice M. Christie. The demand for more information on the science of child life has led us to publish this volume. It contains 292 pages, with an introduction of XXIII pages additional, making in all 315 pages. Thoughtful teachers everywhere will thank us for giving them the opportunity of getting a book so helpful in prosecuting their psychological investigations.

OUR NEW CLUB RATES for the SCHOOL JOURNAL for 1889: 2 new subscriptions, \$4.50; 1 new subscription and 1 renewal, \$4.50; 5 new subscriptions, \$10.00; 1 renewal and 4 new subscriptions, \$10.00.



A. P. MARBLE.

This gentleman has been superintendent of the Worcester, Mass., schools since September, 1868, and last year was elected president of the National Educational Association. He was born of "poor but honest parents" on a farm in Kennebec county, Maine, if tradition and scanty records are to be believed. This event is said to have occurred on May 21, 1836. It will be seen that he is in the prime of life. He commenced his education in the "red school-house on the hill," and afterward taught school winters, on the most scientific and approved plans, and by methods purely original, for several years after he had reached the age of 16. Then he entered Colby University, Waterville, and graduated in 1861. After this he taught the Waterville, and Eastport high schools, and went to Wisconsin, and taught mathematics in the Wayland Academy, Beaver Dam. Thence to the Berkshire Family School, Stockbridge, Mass., for one year; then to Worcester Academy, principal two years; then superintendent of schools, Worcester. He is a member of the board of visitors, Wellesley College, and has been mixed up generally with all sorts of educational associations and journals.

As a thinker, he is clear and logical; as a writer, he is terse and emphatic; as a speaker, he is forcible, earnest, and often personal; as a friend he is reliable. His enemies always know where to find him. His convictions are strong. His bent of mind and early training make him conservative, sometimes contrary to his better judgment. He is not in love with manual training as he understands it, but it is safe to predict that his native and hereditary honesty will lead him to become its most outspoken advocate before many years. It would be impossible for him to become a radical, either in religion, politics, or education at once. His reverence for the past is too great,—but he "gets there" all the same when let alone. If he had been president of the Union when the Civil war commenced, he would have been slow in "opening up" against the South, but when he once had commenced, he would have outdistanced his most earnest friends. One thing is peculiar about Mr. Marble; his enemies are among his warmest friends, and this can be said of few public men. Altogether we wish we had more men of the Marble stamp. The cause of progress would not suffer by their lives.

Our SUPPLEMENT, this month, on SCHOOL HYGIENE, by President Groff, of Bucknell University, Pa., will be greatly appreciated by all our readers. No subject is more vital and none more intimately connected with school-room success. It is one of the most valuable papers of its class ever published.

TEMPERAMENT IN EDUCATION will appear next month.

Teachers will value our new MAP OF AFRICA. It is correct to date, and has cost us a good deal to give it to our readers in this perfected manner.

THE young women who attend the new college in Baltimore ought to become robust and well developed, for the facilities offered for physical training are said to be superior to those offered by any woman's college in the world. The gymnasium is a three-story structure, covering 4,000 square feet. It has a large swimming pool, bowling alley, walking track, bath room, and considerable apparatus designed especially for women.

THERE is reasoning and reasoning. A little chap, whose love of Bible history is indulged in at all times and in all places, was recently reproved by his mother for his lack of order. "You must get in the habit of putting away your rubbers and overcoat," she said, "and not leave it for others to do." "Well, mamma," replied the young reasoner, "don't you know that a person's head can only contain just so much? Now, if I put rubbers and overcoats and such things into mine, then Moses and the kings and all the prophets will have to be crowded out."

SPEAKING of astronomy reminds one of the foolish craze for big telescopes. The University of Southern California proposes to have a bigger telescope than the Lick telescope on Mount Whitney. Now it must be noted that a big telescope is of no earthly use to a college or university. An astronomer is employed and paid; the students do not use the big thing. All that is of service to a student can be exhibited by a four-inch telescope properly mounted.

THE JOURNAL has had a great deal to say against the examinations of teachers as they have been carried on in this city. The "special committee" appointed by the board of education evidently look at examinations from the same point of view as the JOURNAL.

It recommends that all teachers except principals be classified into two grades, "maximum" and "standard." The former are not to be examined by the examiners; the latter shall be. No one can be promoted from the latter to the former, unless he has been excellent in his work for three years, and in general shown that he is qualified to teach without examination and supervision. This is a move in the right direction. Now if a way can be devised by which this higher grade can be continued without political "influence" the schools will be benefited. Can it be done?

SHALL the teacher affect the community with which he is counted? Teachers complain they have "too much to do" to enter into the world's occupations. Here is an example for them. A night editor in New York City, reaching his home at 3 o'clock in the morning, has given much attention to astronomy, and lectures on it with much success. He has published a book, "Astronomy with an Opera Glass." He owns a very good telescope, and has made many observations and has collected materials for stereopticon lectures.

WE learn that Knight, Loomis & Co., successors of Potter, Knight, Ainsworth & Co., have made an assignment to John L. Jewett, without preference. The old firm of Potter, Ainsworth & Co., was a famous one and is widely known among the teachers. It has done sterling work in providing material for pupils, and we hope it will be able to resume business soon. The cause is said to be the issue of notes by Mr. Potter (who had retired) not expected or known to the new firm.

JUST COMMENDATION.

The recent report of the "reform" committee, to the New York City board of education, most justly commends the work done in many of our city schools. It says that "throughout the system there are departments where the independent and progressive spirit of the principal, seconded by able and broad-minded teachers, and aided by some few of the assistant superintendents, has reduced the evils complained of to a minimum; and in consequence, we find schools in the system that are, as to the methods employed and results attained, fully abreast the times, and equal, if not superior, to any in this country. This, however, is in spite of, and not because of the system already referred to."

A CHAPTER IN THE HISTORY OF EDUCATIONAL THOUGHT.

NOTE.—These chapters will not be published in chronological order. The only object aimed at will be to give to our readers a few pictures of education and educational thinking in other times. It is well for us occasionally to turn our thoughts backward and consider what the great men of former days have done. Oscar Browning recently said, "I know of no study more stimulating, more invigorating, more bracing to the mind, or of more immediate utility than history. For eleven years during which I have taught this subject in the University of Cambridge, I have had the opportunity of noting its effects and of comparing it with other studies." All who have studied history properly will bear witness to the truth of what Mr. Browning says.

ARISTOTLE'S EDUCATIONAL THEORIES.

It is not generally known, but it is nevertheless true, that Aristotle was the author of education by doing. He says, that by observing the arts, as, for instance, harp playing, he found out that practice makes perfect, and he concluded that as by playing the harp one becomes a skillful harp player, so by doing just things a man becomes just, by doing brave things a man becomes brave; that actions have a tendency to reproduce themselves, and thus form habits or states of the will. This certainly is good philosophy, and has all along down the ages been accepted as sound doctrine.

Aristotle dealt with the philosophy of education, and it requires a good deal of thought to fully appreciate his positions.

1. His definition of education. It is to train men.

He believed in the divine dignity of man. That every human being has a perception of good and evil, right and wrong, and has the power of expressing his thoughts.

He believed that the development of the good and the right, and the repression of the evil and the wrong, could be best accomplished by state organizations.

He taught that children should be educated for the good of the state, and thus their personal education would be at the same time best promoted. He says, "Whoever lives within no state is by nature either a miserable being or a superhuman being, either a beast or a god." So we see his idea of education consisted in two things (a) the dignity of man and his capacity for education, and, (b) organized society.

2. The object of life, and so the object of an education.

This is happiness, and this happiness is based on right character, and right character is based upon virtue, and virtue is the selection of a mean between two extremes. This he illustrated in the following way: In the human body there is the tendency to extremes, to disorder, to disease, but the introduction of this mean produces a balance; for example, the virtue of courage lies between the vice cowardice, which is fearing too much, and the vice rashness, which is fearing too little; and in a general way he says that all virtue is a balance between the too much and the too little. Thus it is seen that he must have made the moral mean a fluctuating quantity, and that in order to determine what exact virtue is, one must have a very keen perception, for he says, that "virtue is more nice and delicate than the finest of the fine arts, and one can only have it in perfection after cultivation, and after much experience, and true virtue can only exist in its perfection in the mind of the wise man, and therefore in education the best men must be referred to in order to ascertain what the ultimate standard of virtue is, for they only, above all other men on the face of the earth, are able to decide from experience what true virtue really is."

3. The difference between the teaching of Aristotle and Socrates.

Students of history will not fail to notice the difference between the teaching of Socrates, and the teaching of Aristotle on this point. Socrates believed that the foundation of virtue was self-knowledge, and that from self-knowledge all that is true and good proceeds. Aristotle, on the other hand, maintained that constant practice of those things that have been tested by the great and good to be right; that constant obedience to good laws and to early influences, or right education, were necessary to the attainment of virtue. He insists that the true knowledge of the right cannot be obtained excepting by constant practice in doing something virtuous, and that it is possessed in perfection only by those who have had long experience in the constant practice of what is good and true.

4. State education.

It is not necessary to say that Aristotle believed in the training of children by the command of the state; in the practice of that which is right, and true, and good, and beautiful, according to the regulations made by those who have had long and successive practice in virtue. No man ever taught more earnestly that the office of the school was not to satisfy the material needs of its pupils, but that the great aim and end of instruction, and of all law was cultivation of character, or the rendering of the citizens of the state willingly obedient to good laws. So he would not have the school too large, neither too small; but large enough to excite emulation and competition, and it must in no respect hinder the true development of any individual in it.

5. Aristotle's educational maxims.

The education that insists upon the obtaining of wealth brings laziness, insubordination, and disobedience. An education should enable each individual possessing it to rise above want, because want induces a debased and servile spirit.

The child must first learn to obey; when he has learned this lesson then he can command. So he would have law-makers selected from the old men, never from the young men.

He said that the prominence of man over other living creatures on earth consists in that he can recognize something better and higher than himself.

Children's plays should be the representation of their future occupations.

That scholar makes good progress who follows after those who go before him and does not wait for those who linger behind him.

The same education under the same circumstances may not produce the same results. The object of education is to prepare the mind for receiving good impressions and doing good things, as the land must be prepared before the seed is sown in it.

Nature has planted within us an innate faculty of knowing. From this faculty we decide within ourselves what is existence and non-existence; what is right in doing, and what is right in not doing; and an education leads us to decide the yes or a no final without any further reasoning.

Disobedience is more destructive than the mistakes of a physician.

The sense of modesty must be carefully protected.

Goodness can only be learned from the good.

Only friendship between good men tends to good morals. Therefore, none but the best should be permitted to teach children.

This will give, in brief, a bird's eye view of the educational philosophy of one of the best minds the world has ever produced.

LANGUAGE LESSONS.*

CLASSIFYING WORDS.

An excellent exercise for pupils, sufficiently advanced, is the classifying of the words of a sentence. The classifying power is one that needs much exercise to discipline it to operate upon the resembling features of objects. In Principal B. Y. Conklin's new book on "English Grammar and Composition" on page 83, there is an excellent one.

MODEL FOR WRITTEN PARSING.

Word.	Class.	Gender.	Person.	Number.	Relation form.	Office.
The	lin. adj.					modifies boys
dutiful	des. adj.					modifies boys
boys	com. noun	mas.	3d	plur	subject	sub. of obeyed
obeyed	trans. verb					predicate-verb
their	pers. pron.	mas.	3d	plur	possess.	modifies father's
father's	com. noun	mas.	3d	sing.	possess.	mod. instruction
instruction	com. noun	neuter	3d	sing.	object	object of obeyed
and	conj.					con. two mem.
he	pers. pron.	mas.	3d	sing.	subject	sub. of praised
praised	trans. verb					predicate-verb
them	pers. pron.	mas.	3d	plur	object.	object of praised
very	adv.					modifies highly
highly	adv.					modifies praised

* Just published by D. Appleton & Co.

GEN. HARRISON AND THE WINE-CUP.

The following story is told of Gen. Harrison, in connection with a public dinner given him on one occasion:

"At the close of the dinner one of the gentlemen drank his health. The general pledged his toast by drinking water. Another gentleman offered a toast, and said: 'General, will you not favor me by taking a glass of wine?' The general, in a very gentlemanly way, begged to be excused. He was again urged to join

in a glass of wine. This was too much. He rose from his seat and said in the most dignified manner:

"Gentlemen, I have twice refused to partake of the wine-cup. I hope that will be sufficient. Though you press the matter ever so much, not a drop shall pass my lips. I made a resolve when I started in life that I would avoid strong drink. That vow I have never broken. I am one of a class of seventeen young men who graduated together. The other sixteen members of my class now fill drunkards' graves, and all from the pernicious habit of wine-drinking. I owe all my health, my happiness, and prosperity to that resolution. Would you urge me to break it now?"

THE DEPARTMENT OF SECONDARY EDUCATION.

NATIONAL EDUCATIONAL ASSOCIATION.

At the San Francisco meeting of the National Association, held in July, 1888, the following resolution was introduced in the secondary department and unanimously adopted:

Resolved, That any and all persons engaged in the work of Secondary Education be publicly invited to prepare a paper on some important subject connected with high school instruction, for this section, at the next session of the association; that these papers be examined by the executive committee of this department, and that one or more of them be placed upon the program, if found to be of sufficient merit. Such papers are to be sent to the president of the Secondary Department on or before March 1, 1889.

In accordance with the foregoing resolution, the president of this department, A. F. Nightingale, 1734 Diversity Ave., Lake View, Chicago, Ill., earnestly invites all those interested in the most advanced methods of instruction in our high schools to consider this proposition, and to participate in the profit to be gained from such efforts. The purpose is to secure the best papers on the most vital subjects. While no theme is dictated, METHODS OF STUDY IN ENGLISH, and METHODS OF WORK IN SCIENCE, are suggested as two of the subjects which are now attracting universal attention. The papers should not exceed three thousand words. They should be written on one side, either with type-writer or in a plain, legible hand. All the papers cannot be selected, but the reflex influence of writing upon a subject, after due investigation and thought, will be of value to the author, and constitute an excellent preparation for the enjoyment and discussion of whatever paper is accepted and placed on the program. Each writer will sign a fictitious name to the manuscripts sent, and will place in a sealed envelope, to be sent at the same time, the correct name and address with the fictitious name. This will avoid all favoritism and the paper chosen will be chosen wholly on its merits.

GREEK PHILOSOPHY.

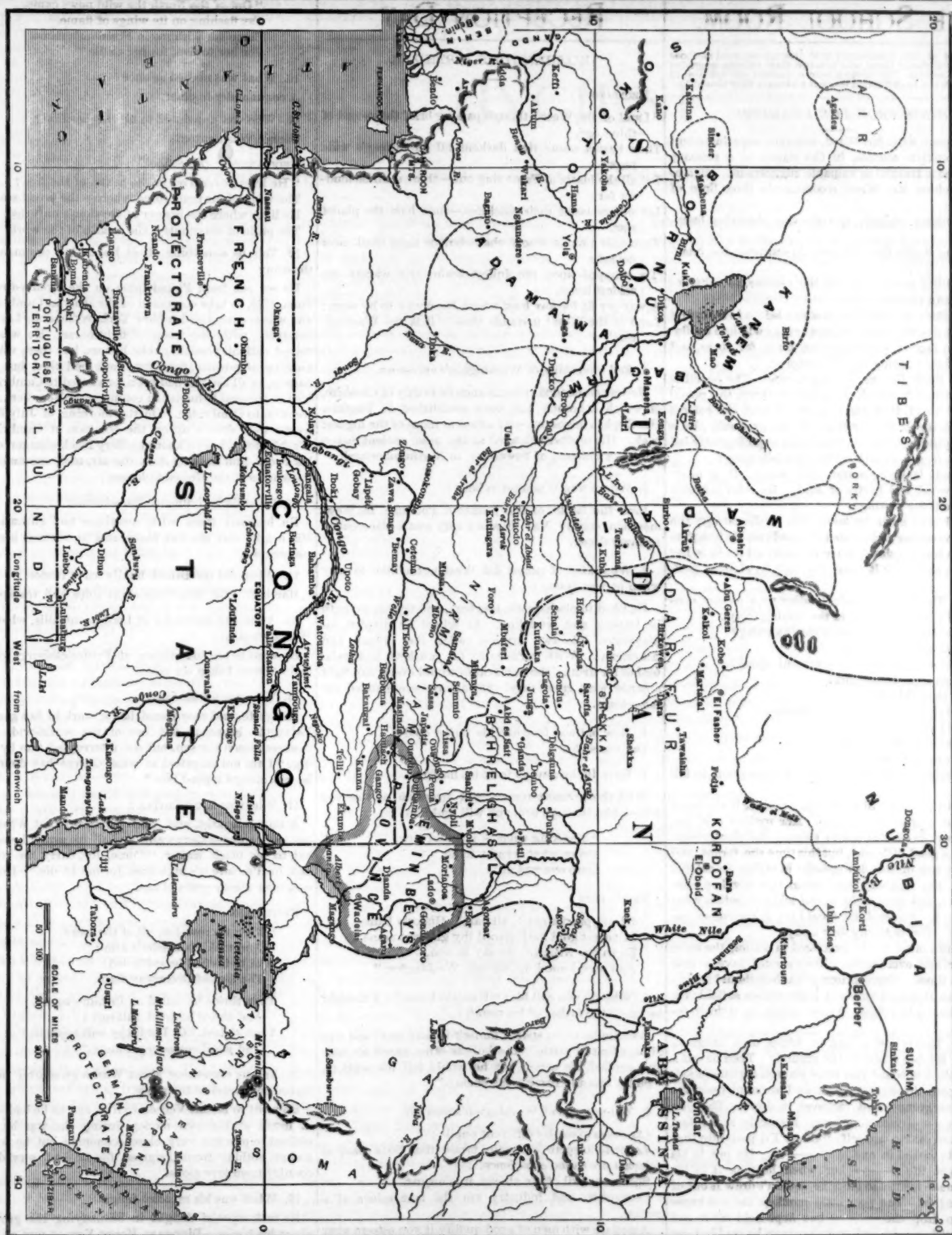
The time is coming when a knowledge of philosophy will be considered essential to the mental furniture of every qualified teacher. At present few know much about it. But is it necessary to study the opinions of the Greeks, some of whom after all, only guessed at the truth? How can their doctrines affect us? But they were thinkers, and thought always stimulates thought. The world hasn't had many thinkers, and it is well to keep in mind the opinions of the few who have lived. Greece produced by far more philosophers than any other ancient nation; shall we say any modern nation? The opinions of educated men differ; their thoughts are essentially the same. It is the way men arrange their thoughts that causes so many personal differences.

Philosophy deals with practical subjects; that is, subjects that every thoughtful person thinks of frequently. True philosophy is not metaphysics, or logic, or dialectic, it is simply thought on such themes as, "What is the noblest education for a youth?" "What is knowledge?" "What is the right?" "How can we account for the order and beauty of the world?" "Are virtue and knowledge united?" etc.

This book at the foot of this article is well composed, logically arranged, comprehensive, and satisfactory to an inquiring mind. It should be read by a student in search for truth rather than for facts, wherewith he may cram himself for an examination. The special views of the author are plainly visible, and this is one of its great excellencies. He who has no opinion ought not to write a book, and if he is strong enough to prove his points he has won a triumph. Ginn & Co. have done well to publish this volume. It will be read.

A BRIEF HISTORY OF GREEK PHILOSOPHY. By B. C. Burt. Boston: Ginn & Co. 12mo. \$1.25.

MAP OF AFRICA.



The map presents for the first time the geographical results of the latest Central African exploration. Shaded lines mark the boundary of Emin Pacha's province. To the north and northwest of it are the Bahr-el-Ghazal, Shekka, Darfur, and Kordofan, the provinces once constituting Egypt's Equatorial. Further on, the seat of the rebel government is seen in the northeast, at the junction of the White and Blue Niles. In the central lower portion of the map is shown the course of the Congo River, with its tributaries, Mobangi, Welle, Aruwimi, etc. Mr. Stanley's route was up the Congo, to Stanley Falls Station, just north of the intersection of the Congo by the Equator. Thence having installed Tippu-Tib as governor, he returned to the junction of the Aruwimi (shown at the middle of the map just north of the Equator), and pursued his way up that river leaving a camp under Major Barttelot at Yamboua. The village of Bonyala to which Mr. Stanley returned after reaching Emin Pacha is not shown on the map, but may be located by the reader on the N'poko branch, midway between Yamboua and Tell. Mr. Stanley probably met Emin Pacha, as expected, at Wadelai, in the southern part of the province near the northern end of Albert Nyanza. Lado, where Emin is said, by Osman Digna to have been taken prisoner, is two hundred miles further

north, down the Nile, and is of course accessible by steamer from Khartoum. The Bahr-el-Ghazal country, the scene of the campaign of the mysterious "White Pacha," is just north of Emin's province. Further north and west is Wadal, recently invaded by the Mahdist troops; and west of that are Lake Tchad, the oil rivers, and the Niger, whither recent theories represented Mr. Stanley as making his way. In the northeast corner of the map are seen Suakin, held by the British, and Massowah, held by Italy. In the southeast are Zanzibar and the territories of the British and German East African companies.

Henry M. Stanley was the first successful leader of an expedition organized for the rescue of Mr. Livingstone. His next work was his famous journey of discovery across the Dark Continent; and this was completed by a three years' residence in the valley of the majestic river which he had explored, and the founding of the Congo Free State. In December, 1883, while delivering a course of lectures in America he was summoned to London to conduct an expedition to the shores of Albert Lake. He immediately consulted experienced African travelers as to the best route to the Equatorial Provinces where Emin had been beleaguered for years. Upon arriving at Zanzibar he found Tippu-Tib, who had escorted his caravan in 1887, when the first descent of the Congo was made, waiting for him. Tippu-Tib was the Zobeir of the Upper Congo,

commanding two of the best roads from the river to Wadelai. He consented to accompany Mr. Stanley, and the steamer set out on February 25, for the month of the Congo with about seven hundred men and reached his destination in four weeks. He was then 1,216 miles from Aruwimi, whence he was to march 400 miles through an unknown country to Emin's capital. It was not until the first week in June that the explorer himself was at Aruwimi, on account of defective means of transportation and a scarcity of food supplies in the Congo valley. Stanley had expected to reach Emin as early as October, 1887, but the obstacles to his progress, and when he succeeded in joining Emin, cannot be known until direct communications are received from him. Meanwhile there have been many contradictory rumors respecting his fate and progress. From the Congo most discouraging reports were brought into camp by deserters, and a relief expedition was organized by Major Barttelot. The murder of the leader and the subsequent death of Mr. Jamieson, together with Tippu-Tib's fruitless efforts to forward provisions and reinforcements, deprived Stanley of all hope of rescue from that quarter. From the east coast of Africa the most definite tidings were reported under date of November 2, from Zanzibar. Some Arab traders were said to have met Stanley's rear guard at the end of November of the previous year, on the way to Albert Lake.

THE SCHOOL ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them in both ungraded and graded schools. The devices here explained are not always original with the contributors, nor is it necessary they should be.

HINTS FROM THE EXAMINER.

A day spent with Mr. Ward, assistant superintendent of the Brooklyn schools, in the classes of a primary department is fruitful in valuable suggestions. In language teaching Mr. Ward recommends three lines of work:

1. Describing objects, to train the observing faculties.
2. Telling stories from pictures to cultivate the imagination.
3. Re-telling stories told by the teacher, to cultivate attention and recollection.

1. The children should be carefully led on in their first attempt at description of objects or they will lose confidence in the face of difficulties too great for them, and that confidence cannot soon be restored.

Model. Elicit the simple statements: The pencil is long, the pencil is round, the pencil is sharp, the pencil is made of wood, it is partly made of lead, its color is brown, we use it for writing. Then, gradually, by a process of putting together, which the pupil is gently led to do himself, get something like the following:

The pencil is long, round, and sharp. It is made partly of wood and partly of lead. Its color is brown and we use it for writing.

2. Equal care must be taken not to discourage the child by too strong and sudden demands on his imagination. The teacher should have the story all ready in her own mind, and draw it from the child by skillful questioning.

Model. This is little Susie (holding up a picture containing all the suggestions of the coming story).

What did she ask her mother this morning?

What did her mother say?

What did she tell Susie to be careful about?

Was Susie a good little girl?

Did she obey this time?

How did she feel about her carelessness?

What did she tell her mother?

What promise did she make?

Did she catch the butterfly?

The questioning concluded, call on some pupil to tell the story.

This is little Susie. She asked her mother if she could go out and play in the garden. Her mother said yes, but she must be careful not to step on the flower-beds. Susie was a good little girl, but this time she forgot, and stepped on one of the flower-beds in trying to catch a butterfly. She was very sorry when she saw her foot-prints there, and went right in and told her mother what she had done. She said she would try to remember another time. The butterfly flew away.

3. Children must not be practiced in telling the same story over and over again. They should have a new story each time. Every primary teacher should supply herself with at least a hundred little stories suitable for reproduction by her class. These should be vivid in interest.

Model. This is how a man in Africa once caught a monkey. He dug a hole in the ground. Then he cut a hole in a piece of board just large enough for a monkey's hand to pass through. He fitted the board over the hole in the ground and fastened it down. Then he dropped a — into the hole. Presently a monkey came by and said to himself, "Guess I'll peep into that hole!" He looked in and saw —. He put in his hand to get the — but when he took it in his grasp, it made his fist so large he couldn't draw it out of the hole again. The poor little monkey did not know enough to drop the — but kept hold of it and squealed with might and main because he couldn't get away. The man heard him and came and carried him off.

Among other hints proffered in his kindly way, Mr. Ward said that all questions given to pupils during their first few days' work in a new class, should be far within their ability to solve, so as to take off their awe of the new grade, and preserve their confidence in their own ability.

Mr. Ward has a "cute" way of preventing copying. He bids the first and all odd numbered rows stand, and names them his "busy little ants." Then he names the even numbered rows his "busy little bees." He gives one example to the ants and another to the bees.

A. A. P.

RECEPTION DAY.

WASHINGTON'S BIRTHDAY.

RECITATION:

"Land of the West! though passing brief the record of thine age,
Thou hast a name that darkens all on history's wide page!
Let all the blasts of Fame ring out,—thine shall be loud-est far;
Let others boast their satellites,—thou hast the planet star.
Thou hast a name whose characters of light shall ne'er depart;
'Tis stamped upon the dullest brain, and warms the coldest heart.
A war-cry fit for any land where freedom's to be worn;
Land of the West! it stands alone,—it is thy Wash-ington."

1. Tell something of Washington's ancestors.

He was descended from an ancient family in Cheshire, of which a branch had been established in Virginia. His English ancestors were allied to those of the highest rank. His mother belonged to the most ancient Saxon family of Fairfax, of Towcester, in Northumberland.

2. Where was Washington born?

Near the banks of the beautiful Potomac, in Westmoreland county, Va. It was a very small place called Bridge's Creek.

3. What kind of games did Washington like to play when he was young?

He liked to pitch quoits, toss bars, and try his strength in leaping and wrestling. At school he divided his playmates into two armies, called the French and Americans. With corn-stalks for muskets and calabashes for drums, the two armies would every day fight a battle with great fury. He always commanded the Americans.

4. How old was he when his father died?

Ten years old.

5. How did he always treat his mother?

With the greatest respect and attention, and as you follow him through life, you will find him

"Speaking what is just and true,
Doing what is right to do
Unto one and all."

RECITATION:

"Hail, patriot chief, all hail! Historic Fame
In purest gold hath traced thy glorious name!
Earth has Niagara, the sky its sun,
And proud mankind its only Washington."

6. Why do you call him "Historic Fame"? I thought he was "the father of his country."

Because he never spared himself in any way, and was always first in battle. The bullets often razed his hair and riddled his cloak, but he would tell his soldiers, "Stand fast and receive the enemy."

7. Tell us some of Washington's maxims.

(Answers given by different pupils.)

Labor to keep alive in your breast that little spark of celestial fire called conscience.

Speak not evil of the absent, it is unjust.

Commerce and industry are the best mines of a nation.

Associate with men of good quality if you esteem your own reputation, for it is better to be alone than in bad company.

Let your heart feel for the afflictions and distresses of every one.

Be courteous to all, but intimate with few; and let those few be well tried before you give them your confidence.

8. When did the Revolutionary War begin?

April, 19, 1775.

9. What cry was repeated everywhere?

"War has begun! To arms! To arms! liberty or death!"

"Out of the North the wild news came,
Far flashing on its wings of flame.
Come out with me in Freedom's name,
For her to live, for her to die."

10. What was needed at once?

A commander-in-chief.

11. Who was appointed to fill this position?

George Washington.

RECITATION: (By School.)

"He lives! ever lives in the hearts of the free;
The wing of his fame spreads across the broad sea;
He lives where the banner of freedom's unfurled,
The pride of his country, the wealth of the world."

12. Tell us something about his taking command of the army.

He set out from Philadelphia on the twenty-first of June, 1775, to take command of the army at Cambridge, and was accompanied to New York by Generals Lee and Schuyler, with one troop of light-horse. He was received with all possible public honors, but there was no burning of powder, for New York had then but four barrels, as all the rest had been forwarded to Cambridge. He left General Schuyler in command at New York, and went on to Cambridge. On the morning of July 3 the troops were drawn up on the common at Cambridge. Washington wheeled about his fiery black charger, drew his sword, and flashing it in the air, took command of the armies of the United Colonies.

13. How did he influence the soldiers?

He inspired them with reverence and enthusiasm. His height was six feet three, and he seemed born to command.

14. When did the British finally leave Boston?

March 17, 1776, in seventy-eight ships and transports.

15. After the surrender of Lord Cornwallis, what did Washington do?

He went to see his mother at Fredericksburg, for he had not seen her in six years.

16. Who went with him?

Lafayette, and they found her at work in her garden. Lafayette began to tell her of the world-wide love bestowed upon her son, but she interrupted him by saying, "I am not surprised at what George has done, for he was always a good boy."

17. Who was Lord Fairfax?

A staunch loyalist, and when he heard that Washington had captured Cornwallis and all his army, he called out to his black waiter, "Come, Joe, carry me to my bed, for I'm sure it's high time for me to die." He was now over ninety years of age.

RECITATION:

"Then up rose Joe, all at the word,
And took his master's arm;
And to his bed he softly led
The lord of Greenway farm.

Then thrice he called on Britain's name,
And thrice he wept full sore;
Then sighed, 'O, Lord, thy will be done!'
And word spake never more."

18. Tell us something about Washington after he resigned command of the army.

He went to Mount Vernon to live, and as he had spent so much of his own money during the war he was obliged to practice very close economy; but he would accept nothing from Congress, for he had served his country from love alone.

19. What was his especial delight?

He took especial delight in beautifying the grounds about his house. Dinner at Mount Vernon was at half-past two, and if there was no company he would write until dark. He loved his wife's children as well as if they were his own, and always found time for his family, but the quiet of his home was soon to be disturbed.

20. In what way?

The unanimous choice of the nation was that he should fill the presidential chair, and he was forced to accept.

21. When did the inauguration take place?

April 30, 1789, and as it will be one hundred years ago

[CONTINUED ON PAGE 61.]

SCHOOL HYGIENE.

BY PRES. G. G. GROFF, M.D., LL.D.,

OF BUCKNELL UNIVERSITY, LEWISBURG, PA., MEMBER OF THE PENNSYLVANIA STATE BOARD OF HEALTH.

An Important Subject.—There is a wide-spread opinion among medical men, that children during school years are subject to grave dangers to health; that these dangers, many of them at least, are closely related to school attendance; that they are avoidable, and ought to receive more attention at the hands of teachers and boards of control.

Diseases to which Pupils are Subject.—From unhygienic conditions in the school-room and its immediate surroundings we have headaches, nervous ailments and nervous exhaustion, impaired eyes, consumption, and other diseases, arising from improper and deficient ventilation, diseases arising from insufficient and excessive heating, from conditions of uncleanness, from improper, excessive, and insufficient physical exercise, and from exposure to contagion.

The School-room as it too Often is.—That defects do actually exist, will become evident to all who enter many of our school-houses during study hours. Greeted by odors which are sometimes so aggravated that they become well-nigh unbearable, in a temperature altogether too high, the visitor will be struck with the pallor and evident lassitude of certain scholars, who are vainly endeavoring to accomplish their allotted tasks; he will notice that some are sitting directly facing the light, and, bending their bodies in a constrained position, are studying or writing, with their books held but a few inches from their eyes; he will see some pupils not recovered, but simply in a state of convalescence, from diseases from which they have been suffering; and he will see others with flushed faces and further symptoms indicative of affections from which they are about to suffer. He will recognize all this, and oftentimes much more if he makes a thorough inspection of the building and the premises.—FRANK WELLS, M.D.

From an Official.—A prominent county superintendent of schools in Pennsylvania, to whom this article was presented, wrote the author: "In my rounds I have seen children with scarlet fever in school, and too sick to sit up. I have seen them covered with the eruptions of measles, and have heard the school-room filled with the noise of those suffering from whooping-cough. Almost every winter we have epidemics of itch in our county propagated in our public schools." Similar testimony has been received from a number of other superintendents of schools. All to whom the matter has been submitted agree that it is one of great importance.

The Pennsylvania State Board of Health saw the necessity of warning the teachers concerning the dangers prevalent in school life, and directed the author to prepare a circular that should accomplish this and point out means for remedying the same.

CARE OF THE EYES.

Injury to the Eyes in School.—It is asserted that 68 per cent of educated Germans over 21 years of age have impaired eyes. The eye troubles of highly civilized countries are rare among savages and those who have never been

in school. Careful examinations of the eyes of school children both in Europe and America show that just as we advance into the higher grades the per cent of those with eye troubles regularly increases. This is markedly true of myopia (near-sightedness). Thus, Dr. Conrad found, among German school children of nine years, 11 per cent of myopia; at 18 it had increased to 55 per cent; and at 21 years, to 62 per cent. Dr. Loring found, among American children of corresponding ages, 3.5 per cent, 20 per cent, and 27 per cent. The following table was made by Dr. Cohen:

	Average percentage of near-sightedness.	Average amount of near-sightedness.
Country schools.....	1.4	1/4
Primary schools.....	6.7	1/2
Intermediate schools.....	10.3	3/4
Polytechnic schools.....	19.7	1 1/4
Latin schools.....	26.2	1 3/4
Universities.....	59.0	2 1/2

Direction of the Light.—It is very trying to the eyes to have the light fall directly into the eyes for any length of time. Hence, children should never sit facing the light, but, rather, a wall without windows. Where the desks are placed so as to face windows, these should be heavily curtained. Pupils need an abundance of light. So much should enter the room that, *at all times and in every part of the room*, each pupil may be able to read with the book held at about 15 inches from the eyes.

Insufficient Light.—Especially care must be taken on dark days that the pupils distant from the windows have sufficient light to enable them to perform their tasks without injury to the eyes.

The Windows.—If curtains are used, the roller should be at the bottom, rather than at the top; for the light of most value enters at the top of the window. Great care must be exercised that curtains do not continually darken the room to an injurious extent. The danger here is so great that a prominent educator has proposed to entirely abolish curtains from the windows of school-rooms. Then, again, windows should not be darkened with plants. These ornaments to the room should, during school hours, find some place where they cannot interfere with the entrance of light. Too much light can hardly enter the room.

Best Light from Above.—The best light comes from above and over the left shoulder. If from the right, the hand casts a shadow upon the work. A dazzling light is very trying to the eyes and nearly as bad as an insufficient light. Sunlight should not fall directly upon the books or slate of the children, and thence be reflected directly into their eyes.

The Black-boards.—Black-boards should not be placed between two windows, nor near a large window, for thus the children are brought directly to face light to an injurious extent. When children are required to copy work from the black-board, *the teacher should be very careful to write in a large and legible hand.* The board must be kept clean, for pupils cannot see what is written upon a greasy surface.

Inks and Slates.—For the same reasons, pale

inks and greasy slates are injurious. Inks which become black the next day should be abolished from the school-room, and, so far as practicable, the paper pad may be substituted for the slate.

Position of Pupils.—Pupils should sit erect, and not bend over their work, for in the latter position the blood more readily enters the eyes and produces a congestion of the same. They should at no time "strain" the eyes; nor on dark days read from poorly printed books, nor from greasy slates, nor from the black-board badly written matter, nor under any other conditions. If the child cannot see *easily*, some wrong condition should be corrected, if this is possible, and, if not, the child should be excused from the task.

Aching of Eyes.—Whenever a child complains that its eyes "ache," it should be excused from its duties, and a note sent to the parents stating the need of rest and possibly an examination of the child's eyes by an oculist. The teacher should remember that pains and aches are the warnings which are given us that some part of the body needs attention. Whoever neglects an aching eye, does so at his peril.

Position of Pupil for Study.—Children should not read when lying down, when riding, nor when sleepy. They should at night be encouraged to sit as near the light as possible, and not as far away as they can possibly see. They should be so seated that they can perform their work properly. So far as possible, they should be placed on seats of a proper height, their feet resting on the floor, and the desk not too high above them.

The Seats.—The back of the seat should curve at its lower third, to fit the small of the child's back, and thus prevent its stooping forward.

Effect of Various Diseases on the Eye.—Teachers should remember that after the contagious diseases of childhood, viz., measles, diphtheria, scarlet fever, whooping-cough, etc., the eyes are often left in so weakened a state that the child is unfit to perform the duties of the school. This is true often when the attack of the disease is very slight. Often children are recovering for months from these diseases, and would be much better out of school than in it. The writer thinks that a great portion of the injuries to the eyes of American school-children occur from this cause.

Inability to See, Accounted Dulness.—It is well to bear in mind that children who appear slow to learn, or obstinate, may often be so from inability to see. This has frequently been discovered to be the case.

Over-use of the Eye.—Children should not be required to use the eyes in one exercise too long, and never until the eyes become tired. The organ is very delicate, and easily injured. Children should be impressed with the importance of using their eyes on distant objects as much as possible when out of the school-room, and while in it to frequently look up from their books, and at objects in remote parts of the room. To the habit of poring over their books, using the eyes only at short distances, more than to

any other cause, is to be attributed short-sightedness among school-children. It is believed that if children would systematically use the eyes on distant objects, the danger from near-sightedness would be greatly lessened.

Good Print Important.—So far as possible, the teacher should see that the books supplied the children are well printed on good paper. The letters should be large and distinct. The maps for children under 14 years of age should bear comparatively few names upon them, as it is believed that searching a map for unknown places is peculiarly trying to the eyes. It is an excellent plan, when practical, for the teacher to locate, on an outline map, the places studied—at least, for the younger children.

Free use of the Eye in Kindergarten.—Attention is also called to the fact that some of the work in the kindergarten is trying to the eyes; as, selecting of colors, weaving a thread in and out of certain selected holes, to produce a given figure, etc.

Sore Eyes—When Contagious.—There is a form of "sore eyes" accompanied by a purulent secretion, which is very contagious. Any child so suffering should be excused from school until cured. If its parents persist in keeping it in school, it should not use the same basin or towel as the other children.

THE WATER SUPPLY.

Need of Water.—Children growing rapidly and taking healthful exercise need much drinking-water, as more than 70 per cent of their bodies consists of this substance, which is constantly being lost from the excretory organs. It is no "mere habit to drink water," as has been affirmed by some.

The Well.—The drinking-water should be pure. In country places, the well should be cleansed at the opening of each school year, and the water should then be carefully tested as to its purity. No privy should be within 200 feet of the well, at least. The water bucket and cup should be clean. The bucket should be filled with fresh water each morning before using. Hydrant water should be let run awhile each morning before using.

Allow Pupils to Drink.—Drinking moderately at meals is not ordinarily injurious. As a rule, permit children to have all the water they wish. In warm weather, and when they perspire much, or exercise a great deal, they will desire more than at other times. The opportunity to take a drink of water should never be denied a child. The custom of "passing" water, which requires several children to drink from one cupful, has nothing to commend it to sanitarians.

CLEANLINESS.

Disease Follows Filth.—Nothing is more certain to sanitarians than that disease revels in dirt, dampness, and darkness. The school-room and all its surroundings should be kept scrupulously clean. The school-room should be well cleaned and ventilated some days before the opening of each term. The walls should be whitewashed each term, where not painted or papered. Dark paper should never be used on walls of school-rooms.

The Cellar.—The air of the cellar is sure to find its way through the house. Hence, it should be clean, not lumbered up with rubbish, not dark, damp, musty, unhealthful. The privy should not be in the cellar. The cellar should be cleaned every year, and its walls whitewashed.

Means of Cleanliness.—The floor of the school-room should be kept as clean of dust as possible. Spitting on the floor should be prohibited. The clothes pantry should be clean and ventilated. There should be a wash-basin, soap, towel, and mirror in every school-room, and all children should be required to keep their hands and faces clean and hair neatly adjusted. Children having sore eyes accompanied with a discharge, should not be permitted to use the same basins or towels as the others.

Dust.—Dust is injurious to all, whenever taken into the lungs. Hence, as little as possible should be raised in the exercises of the school. The use of the "dustless" crayon, provided it makes a good mark, is to be commended.

The Privy.—Every school should not only have a privy in good order, but one for each sex, and pupils should be able to reach it in inclement weather without getting the feet wet. This is a matter now generally neglected. The earth-closet for country and village schools is preferable to any other form of privy. In place of earth, sifted coal-ashes may be used. The privy may be disinfected by a strong solution of carbolic acid in water, by chloride of lime, or, in country places, by completely covering the contents with fresh earth or coal-ashes. The doors should be locked at night.

Plain Talks by Teacher.—The teacher will accomplish much good by giving plain talks to the children on the vital importance of the processes of excretion, and the consequent importance of attending promptly to all the calls of nature. The fire in a furnace will not burn well when the furnace has become clogged with ashes. Just so the vital powers will become deranged when the human furnace is clogged with its own excreta, with this difference: that coal-ashes is not subject to decay, while human excreta, if permitted to remain in the body, ferments and putrifies, and becomes the source of disease and death.

Leaving the Room.—Sometimes children are compelled to leave the room very frequently on calls of nature. Teachers must be very careful not to detain such when it is really necessary for them to go out, as serious organic disease may thereby be produced. The writer has never found the least difficulty in explaining as fully as necessary, to both boys and girls, the nature and imperative necessity of attending to the bodily excreta.

Talks on Cleanliness.—Plain talks on bathing and personal cleanliness can be given without offence, and will do much good. All dirty people are subject to disease, and generally live on a low moral plane. The teacher here must act the part of a missionary.

WET CLOTHING.

Injurious to Sit with Wet Clothes.—It is very injurious to sit in wet or damp clothing; children who arrive at school in this condition should stand about the stove or heaters until dry, or in some cases be sent home. The children should not run out on wet days during recess, getting feet and clothing wet. The recess may be omitted and indoor games devised for these wet days. Teachers who have failed to get their children to play indoors, may secure this result by themselves playing with the children.

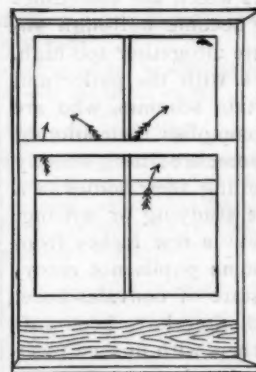
Overshoes.—The wearing of rubber over shoes and coats should be encouraged. Children might be encouraged to have an extra pair of shoes and stockings at school, that the wet ones may be removed. It is an unhealthy practice to wear rubber boots or shoes all day, and the

practice should be discouraged by teachers; the explanation of this being that the rubber prevents the passage, from the body, of the poisonous exhalations contained in the insensible perspiration. Children should be able to get to the water-closet without getting the feet wet.

FOUL AIR OPPOSED TO HEALTH AND EDUCATION.

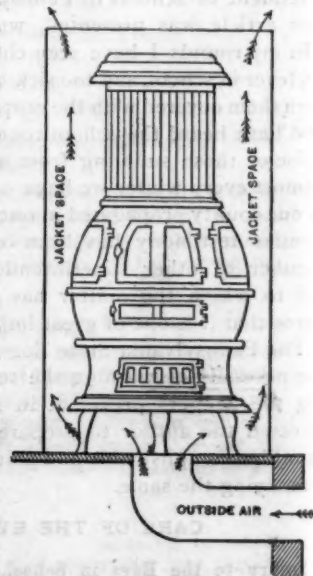
Ventilation and Warming.—A vitiated atmosphere produces listlessness in schools perhaps more than any other one cause. Beware of it. The air in the school-room should be pure and warm, but not overheated. Perfect ventilation is secured when the inside air is as pure as that outside. The only way to determine the temperature of a room is by means of a thermometer, which should not be hung more than four feet from the floor. It should occasionally be placed near the floor, to see that that portion of the room is not too cold. The proper temperature is from 65 to 70 degrees, Fahr. Children who complain constantly of being cold are probably ill-clad or need more physical exercise. Try to keep the floor warm. A zinc cylinder about the stove will protect those near it. Keep a vessel of water on the stove to moisten the air of the room.

Means of Ventilation.—An open fire-place with a small fire burning in it is the best means of ventilating a room yet devised. A ventilating flue to act must be warm, otherwise it will probably only be a funnel down which cold air will pour into the room. Windows should not be lowered in cold weather when a draught of cold air may fall upon the head of any pupil. Much fresh air may be introduced into a room by placing boards* about six inches wide



Showing manner of ventilating by inserting strip of wood beneath lower sash of window.

under the lower sash of each window in the room. A space will be formed between the two sashes through which a stream of air will enter the room. Another plan is to have a cylinder of zinc enclosing the stove. A hole is made in the floor underneath the stove, and from this hole a piece of stove-pipe leads to the external air. The air about the stove will become heated and will arise, while to take its place a constant stream of air will pour into the space about the stove from outdoors. This air will be warmed before it passes into the room.



* In place of the boards, screens covered with flannel have been successfully used.

Opening Windows and Doors.—It will be well for the teacher to have *fixed times on the daily programme at which* to throw open doors and windows several times each day, that all the stagnant air in the room may be removed. At these times all the children should be on their feet and exercising, and the windows should be closed some minutes before the children take their seats, in cold weather.

"In modern hygiene, nothing is more conclusively established than the fact that vitiated atmospheres are the most fruitful of all sources of disease."—*Playfair*.

"Headache, nausea, and lassitude, great debility, impaired digestion, severe colds, consumption, and other diseases of the respiratory system, as well as other serious diseases, may be caused by confinement in the foul atmosphere of an unventilated room."—*Dr. Frank Wells*.

"Though foul air is a slow poison, we must not forget that a blast of cold air may slay like a sword."—*Dr. Angus Smith*.

Coal-gas Found Injurious.—It is reported that many teachers do not know how to manage a coal fire properly, and that school-rooms frequently contain injurious amounts of coal-gas. To start a coal fire, make a good fire of wood, and, when this is well started, pour on a half bucket of coal, and, leaving the draught on, leave the stove alone for some time, or until the coal has become ignited. Then, add more coal as the fire may need. If the heat is too great, close the draught and open the stove door. *Do not open the door, leaving the draught open at the same time, or the room will surely be filled with gas.* If there is a damper in the pipe, it must be open when the stove door is open, or gas will escape. Coal-gas is a cause of headache and dulness, and its escape must be closely watched.

Cleaning the Stove.—To clean a coal fire, work the ashes and cinders out from below. This can generally be done without disturbing the fire if the stove has been properly constructed. In very cold weather, or when the heating apparatus is out of order, it is proper to dismiss the school rather than, by keeping the pupils in a cold room, subject them to the danger of contracting severe colds, and possibly pneumonia, or other serious diseases.

EXERCISE.

Need of Exercise.—Physical exercise is a constant need of our bodies. It is natural and not unnatural, a blessing and not a curse, it should be pleasant and not unpleasant, to engage in physical exercise of any healthful kind. Pupils need physical exercise; teachers need it; all who are not actually confined to their beds need it. Why? Because we are living under physiological laws, which demand physical exercise to keep the body in good health.

Effect of Exercise.—How is this accomplished? The good health and the vitality of the body depends upon the proper circulation of good blood. The blood-circulation is promoted by exercise. In the person who leads a sedentary life,—as, a student or a teacher,—the blood goes to the head, stagnates in the trunk about the vital organs, leaving the hands and feet largely destitute of nutrition. The liver is over-charged with impure blood, and fails to do its work properly; the person becomes constipated, dyspeptic; the head is hot and feverish, headaches often present, the hands and feet are cold, the person cross and unhappy—all for want of a little exercise.

Modes of Exercise.—Children should not sit nor lie upon the damp ground. They should not sit or stand about when overheated, but keep moving or put on overcoats until they cool off. They should not stand still in cold winds. Dangerous games should be prohibited on the school-grounds. Calisthenic and gymnastic ex-

ercises are needed in all schools, to develop the body symmetrically and to make pupils easy in their movements. On cold days, boys should not run out without their hats, nor girls without their wraps. In every way possible, the teacher should protect the children from contracting colds. Hence, sitting in draughts, lying on the damp ground, cooling off without coats on, sitting in wet or damp clothing, sitting still in cold rooms, standing in cold winds without hats, should receive constant attention on the part of the teacher.

Studious Pupils Must Exercise.—The very studious pupils must not be forgotten. They are often the ones who need the most exercise. It may be the duty of the teacher to insist upon their going out during the play-hours. Pupils with habitually cold hands and feet need more exercise in the open air.

The Teacher Must Exercise.—The teacher will find exercise and recreation in long walks into the country, employing the time to gather objects in natural history; in the cultivation of a vegetable, flower, or fruit garden; or in attending to an apiary or to a flock of poultry. In all these ways the writer has demonstrated to his own satisfaction that most vigorous health may be maintained without detriment to school duties, while at the same time a small salary may be comfortably augmented.

CONTAGIOUS DISEASES.

What Diseases are Contagious.—Diphtheria, scarlet fever (scarlatina), measles, whooping-cough, and mumps all pass readily from child to child. In every school district there should be a rule prohibiting children attending school from any family in which any of the above diseases (except mumps) exists.*

Teachers should certainly be more attentive, and send such pupils home with a note to their parents stating that the child is too sick to be in school, and the directors at once notified if a contagious disease is suspected. No child who has had one of the above diseases is safe for other children to mingle with so long as it has any peeling of the skin, or any discharges from the skin, eyes, ears, or nose. A physician's certificate should be required before it again enters the school. It must also be remembered that after these diseases the whole body is often a long time in a weakened state and the child unable to perform its usual tasks. *The eyes especially are weakened in many cases, and the child may be unable to study for weeks or months.*

The Itch.—Epidemics of itch are very common. This disease is caused by an animal parasite, which burrows in the skin. It is very contagious. The teacher should tell the pupil to ask its parents to consult a physician in regard to it. It is easily cured. No child should be permitted to continue in school with it. Ring-worm is also a common parasitic disease, seen on the hands, arms, and face. When observed, the child or parents should be requested to consult a physician. It, too, is easily cured.

Instruction to Children.—Children should be instructed that they must keep away from all houses in which are cases of the above-named contagious diseases, and also that they must not attend funerals in cases of death from the same.

* An intelligent superintendent writes: "Why! I have found all sorts of contagious diseases among the pupils of our schools, and the teachers apparently never taking any notice of them. I found a child so sick with scarlet fever that she could not hold her head up; have heard children whooping with whooping-cough, and have seen them all spotted with measles, and right alongside of other pupils."

HOURS OF STUDY. OVERWORK.

Hours Spent in Study.—The number of hours spent in school daily should vary with the age of the pupils, five hours being the maximum. The younger the pupils, the more numerous and the longer should be the recesses. It would be well to keep the very youngest children in the school-room only so long as is necessary for them to recite. Hard and easy studies should alternate throughout the day. Recesses should not be abolished. Very long sessions are injurious. Single sessions, which interfere with the regular meal hours of the pupils, are injurious. Studious pupils will often need to be restrained in their work, and urged to be in the open air more. Pupils of a nervous temperament will not need the stimulus of competition. Pupils under twelve or thirteen years of age should not be required to study at home. It is a mistake to enter pupils at school at too early an age. Healthy children at seven or eight, those not strong still later.

Length of School Year.—Nine months is long enough for any child under sixteen years of age to be in school in any one year. The teacher must not expect so much of his pupils as he himself is able to do. Pupils at the present time are probably being given work beyond their years. Experience comes only with age.

Variations in Power to Study.—Children poorly fed cannot do so much work as those well nourished. More may properly be expected of the children of educated parents, than of the children of the poor and uneducated: but there are many exceptions to this. The aim of the teacher should be to get good, honest work from the pupils, without undue excitement or worry on the part of the pupils. Unexpected examinations are generally of more value than those long expected. General knowledge, rather than special, should be sought on any subject of the young people in our schools.

The Overworked Pupils.—When the teacher perceives that any pupil is being injured in health by school duties, the parents should be notified of the importance of withdrawing the pupil from school for a time. Most good will result from sending such a one into the country for a year. It is not proper always to expect as much from girls as from boys. Dull pupils must not be measured by the same standard as bright ones.

TOBACCO AND NARCOTICS.

Tobacco Bad for Children.—To the young of both sexes, tobacco is always injurious. In excess, tobacco affects harmfully the general nutrition of the body, the eye, the heart, and the nervous system. All narcotic drugs have the power of creating appetites which often become entirely uncontrollable. *Cigarette-smoking is very injurious to boys.*

Alcohol very Injurious.—Alcohol always injures the young. It has the power of producing temporary insanity, and, if used in excess, grave disorders of the whole system follow.

Tea and Coffee and Condiments.—Strong tea and coffee impair the digestion and injure the nerves of growing children. Their systems require nourishment, not stimulation. All forms of condiments and spices should be used sparingly by the young, because of their power to prevent the natural appetite. The teacher who dwells most upon the moral effects of these drugs, will probably be more successful in curtailing their effects than the teacher who teaches the scientific effects upon the human body. The

evils of alcohol are so great that every teacher should do everything in his power to lessen its use.

MISCELLANEOUS.

Yawning, drowsiness, and restlessness on the part of pupils commonly indicate the need of fresh air. The ears of children should not be boxed nor pulled, nor should children ever be struck over the head nor on the palms of the hands with a ruler. These punishments are dangerous. Pupils should not ordinarily be deprived of their meals, nor of the periods for exercise. Eating at recesses is not generally harmful to young and growing children. Girls should be taught that it is just as necessary for them to eat, as for boys. Children should not be compelled to sit in any one position for a long time. The example of the teacher will often be followed much more closely than his precepts. Value good health yourself, if you desire to see your pupils attain it.

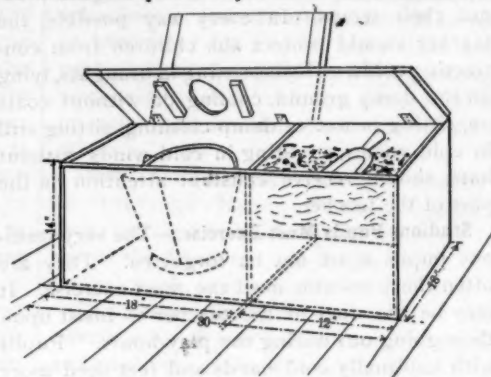
BOOKS OF REFERENCE.

The following are not text-books, but rather manuals, on hygiene, for the use of the teacher. The *Text-book of Hygiene*, by Dr. Wilson, will be of value to every teacher, as it gives the rules for his own guidance, and is a store-house of facts for the teacher to refer to in connection with his instructions to his pupils in physiology and hygiene.

An Earth-closet for Teachers' Use.—In many schools no provision is made for the comfort of the teacher. The closet here described, and introduced by Mr. J. C. Bayles of Chicago, is admirable. It may be placed in a closet in the cellar, or in a part of the cloak-room, or even in the teacher's private room, when this exists. This closet is also excellent for use in country and village homes.

"The body is a plain pine box. Its sides are not over 14 inches high; its depth is 18 inches (measuring from front to back), and its length about 30 inches. It is divided into two compartments, one 18×18 inches, and the other 18×12 inches. The larger of these compartment has no bottom; the smaller has a tight bottom. On top are two covers. The lower cover, hinged to the

upper edge of the back, extends all the way across both compartments. In this is cut the seat,* over the centre of the larger compartment. The upper cover is hinged to the lower one, and may be raised independently. It is made the size of



the larger compartment only, both covers having a little overhang to facilitate lifting them. The material in and work on such a box will cost anywhere from \$2 to \$3, according to the amount of finish put on it by the carpenter.

"The receiving vessel is a galvanized-iron coal-hod, as large as will stand in the larger compartment with the covers down. The smaller compartment is filled with dry earth, ashes, peat-dust, or whatever else is used as deodorizer, and a little hand-shovel or scoop is laid in. The closet is then ready for use, which should be preceded by throwing into the coal-hod as much of the dry material as is needed to cover its bottom an inch deep. When used, the upper cover is raised, exposing the seat. After use the lower cover is also raised, uncovering both compartments. A small quantity of the dry material is then taken in the scoop and sprinkled over the contents of the hod. A quart is usually more than sufficient. This operation is repeated whenever the closet is used, until the hod is full,

* The hole in the seat should be long from front to back, but narrow from side to side, never made circular with a pair of dividers, as a country carpenter will invariably make it unless otherwise instructed. The proper dimensions are 11×4 inches. The edges should be moderately bevelled. This shape will make the act of relief much easier, and tend greatly to prevent that painful disease, hemorrhoids.



when, of course, it must be emptied. Its contents will turn out as a solid mass, inoffensive to sight and smell. Even the most fastidious person, with strength enough to carry the full hod out of doors, would make no objection to emptying it. Occasionally, it is well to air and sun the hod after emptying. No other cleansing is required. It is better not to use an earth-closet as a urinal, but so much of such use as is incidental to its employment as a stool in no respect interferes with its satisfactory workings. Slops should on no account be poured into it.

"The best of the materials for use in an earth-closet, which can be had without expense or trouble, is the fine siftings of anthracite coal ashes. Ashes from bituminous coal are not adapted to the purpose. Dry, loamy earth, or leaf-mould, will answer very well, but it is troublesome to dry and store it. It cannot be had dry enough out of doors, even in midsummer. Sand is useless.

"Discreetly and decently used, an earth-closet gives very little trouble. If ashes are thrown in after each use, it will not require any attention until the receiving vessel is full. The object of leaving the larger compartment bottomless is to facilitate cleaning. More or less ashes will be spilled around the hod, and this should be swept out frequently. By raising one end of the box, the floor under it can be swept much cleaner than the bottom of a box could be without turning it over.

"Such an earth-closet can be placed and used anywhere indoors. No doubt it could be made a nuisance, especially if boys were permitted to saturate the wood with urine, if a person using it should forget to use ashes, or if the hod were left to become overfull, and matter intended to be held in it should roll off on the floor. It needs attention, like every other good thing; but, given as much care as would be bestowed upon any other article of furniture, it meets all the requirements of a safe and convenient indoor commode."

School Hygiene. Six lectures delivered before the teachers of Boston. Price, 80 cents.

School and Industrial Hygiene. By Dr. H. C. Lincoln. 50 cents.

Text-book of Hygiene. By Dr. Wilson. \$1.

School Hygiene. Dr. A. Newsholme. 50 cents.

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SIMPLE EXPERIMENTS FOR THE SCHOOL-ROOM.

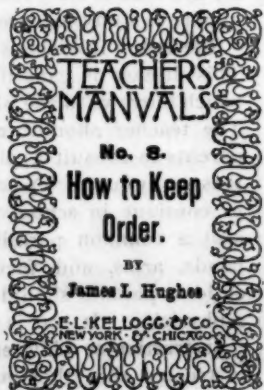
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next April, that is why we are going to celebrate that day in the city of New York.

22. What did the people do in 1789 when he took the oath of office?

All the bells in the city were rung, the people cheered, and there was a thundering of artillery. Then they went to St. Paul's church on foot, where services were held. Brilliant illuminations and fireworks concluded the day.

23. Why did Washington accept a second term of office if he was so anxious for a quiet home life?

The people would have no one else, and he was obliged to accept to keep peace in the country he loved so well, but it was with a heartfelt sense of relief that he left the seat of government in 1797, and entered once more upon the quiet home life at Mount Vernon.

24. How did he spend the remaining years of his life?

In repairing houses that were fast going to ruin, making and selling a little flour each year, and amusing himself in agricultural and rural pursuits. He died in December, 1799, and his last words were, "Tis well, tis well."

(Let the following be sung to some air that is familiar to the whole school.)

Welcome, thou festal morn!
Never be passed in scorn
Thy rising sun;
Thou day forever bright,
With Freedom's holy light,
That gave the world the sight
Of Washington.

Unshaken 'mid the storm,
Behold that noble form,—
That peerless one,—
With his protecting hand,
Like Freedom's angel, stand.
The guardian of our land,
Our Washington.

Traced there in lines of light,
Where all pure rays unite,
Obscured by none;
Brightest on history's page,
Of any clime or age,
As chieftain, man, and sage
Stands Washington.

Name at which tyrants pale,
And their proud legions quail,
Their boasting done,
While Freedom lifts her head,
No longer filled with dread,
Her sons to victory led
By Washington.

Now the true patriot see,
The foremost of the free,
The victory won.
In Freedom's presence bow,
While sweetly smiling now,
She wreathes the smiling brow
Of Washington.

Then with each coming year,
Whenever shall appear
That natal sun,
Will we attest the worth
Of one true man to earth,
And celebrate the birth
Of Washington.

—GEORGE HOWLAND.

MAXIMS OF WASHINGTON.

"Without virtue, and without integrity, the finest talents and the most brilliant accomplishments can never gain the respect and conciliate the esteem of the truly valuable part of mankind."

"A good character is the first essential in a man. It is therefore highly important to endeavor not only to be learned, but virtuous."

"Ingratitude, I hope, will never constitute a part of my character, nor find a place in my bosom."

"I never wish to promise more than I have a moral certainty of performing."

"I shall never attempt to palliate my own foibles by exposing the error of another."

"Promote, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened."

"This government, the offspring of our own choice, uninfluenced and unawed, adopted upon full investigation and mature deliberation, completely free in its principles, in the distribution of its powers, uniting security with energy, and containing within itself a provision for its own amendment, has a just claim to your confidence and your support. Respect for authority, compliance with its laws, acquiescence in its measures, are duties enjoined by the fundamental maxims of true liberty."

"It is of infinite moment that you should properly estimate the immense value of your National Union to your collective and individual happiness; that you should cherish a cordial, habitual, and immovable attachment to it, accustoming yourself to think and speak of it as the palladium of your political safety and prosperity."

"To persevere is one's duty, and to be silent is the best answer to calumny."

"Republicanism is not the phantom of a deluded imagination. On the contrary, laws, under no other form of government, are better supported, liberty and property better secured, or happiness more effectually dispensed to mankind."

SCHOOL OF PEDAGOGY.

UNIVERSITY OF THE CITY OF NEW YORK.

PYTHAGORAS AND ZOROASTER.

IX.

Introduction.

(a.) Testimony concerning *Lycurgus*.

What kind of a man was he?

(b.) The old Greek curriculum.

Grammar, rhetoric, dialectic (logic), arithmetic, geometry, astronomy, music.

TRIVIUM. QUADRIVIUM. Human studies—Nature studies. The origin of the Quadrivium.

(c.) Periods of Greek thought. (d.) Educational periods.

I. *Pythagoras*. Born B. C. 604.

1. A traveler. His method of questioning.
2. Key of the universe in what?
3. Theory of good and evil.
4. The Pythagorean categories given by Aristotle.
5. His geometry.
6. Belief in God. The soul. His maxims.
7. His astronomy, music, arithmetic.
8. Several prominent points in his belief.
9. Show that his ideas of the mathematical constitution of the universe were correct.
10. Why his philosophy was very high.
11. His *cosmos* and *microcosmos*.
12. His exoteric and esoteric.
13. His idea of religion.
14. How his philosophy is similar to that of Socrates.
15. His ideal school life.—Describe it.
16. Order of study and work in his school.
17. His influence on the ages.

II. *Zoroaster*. 1,500 or 2,000 B. C.

1. Show that the great leaders of thought have been good men.
2. When he lived. How do we know he did live?
3. The belief of the people before his time. How he changed it.
4. His dualism. His supposed worship of fire.
5. His belief in an after life.
6. General ethical character of his teaching.
7. What Zoroaster's system exalts. Who is priest and teacher?
8. Where is the happiest place?
9. What the law of Zoroaster enjoins? What it prohibits?
10. Sacrifices. Exorcising of evil spirits. His account of the "Fall of Man."
11. What were Zoroaster's ideals? The spirit of his teaching consisted in what? His highest aspiration.
12. The present condition of his followers. Their customs.

Consult Max Müller; James Freeman Clark's "Ten Great Religions"; Pressense's "Ancient World and Christianity."

QUESTIONS. "History and reason both testify to the fact that whatever we would have appear in the citizen or in the state we must first put into the schools." "Every child should be trained * * * * * as though he were a part of the state."—JOHN W. DICKINSON.

THINGS OF TO-DAY.

The electors met in the different state capitals and cast their votes for President and Vice-President. [How many electors has a state? How are they chosen? What is meant by a popular vote? Why is it contended that the President should be elected by a direct vote of the people?]

The Anarchist club, of New York, has denounced Herr Most for cowardice and dishonesty. [What are the doctrines of the Anarchists? What do you think of their practicability? Why are the Anarchists generally looked upon as dangerous citizens?]

Two Parisian editors fought a duel, and both were wounded. [What is the sentiment in this country regarding dueling? What distinguished man, a contemporary of Washington, was killed in a duel? Give a sketch of the career of Aaron Burr.]

The Federal grand jury in Indianapolis brought thirty-five indictments for bribery at the last election. [What do you think is the best means of putting an end to the bribery of voters? What is the Australian system of voting?]

The 183d anniversary of Benjamin Franklin's birth was celebrated in New York. [What newspaper did Franklin publish? Describe his experiment with a kite. What did he do for the cause of American independence? Give some of "Poor Richard's" sayings.]

FACT AND RUMOR.

Mr. Murat Halstead will deliver an address before the Wisconsin State Press Association, at Madison this month. [Who is Murat Halstead? What other famous American journalists can you name?]

It is reported that the Pope never allows a fire in any of the eight rooms of the Vatican, which he inhabits. These rooms are, with the exception of the library, small and low, and the Pope's habits are so simple, that he does not even require a dining-room, but takes his meals either in his bed-room or in the library. [What is the Vatican? How is the Pope chosen?]

Darwin confessed that it was reading the words of Humboldt and Herschel, who first "stirred up in me a burning zeal to add even the most humble contribution to the noble structure of natural science." [What did Darwin do for science? What is "natural selection"? Tell what you know about the theory of evolution.]

Dire dyspepsia's dreadful distress is cured by Hood's Sarsaparilla, the peculiar medicine.

EDUCATIONAL NOTES.

ARKANSAS.

The Center Point high school, at Centre Point, is academic and collegiate, and James H. Bennett is principal.

COLORADO.

The Colorado State Teachers' Association was held at Denver, December 23, 27, and 28. The following program was carried out: "Manual Training in Connection with the Public Schools," H. F. A. Kleinshmidt, Denver. "How Should Grammar be Taught," Miss Maud Bell, Fort Collins. "Criticism on the Word Method," Miss Rose Malone, Denver. "Ethics in the High School; How Best Cultivated," Miss Cora McDonald, Cheyenne, Wyoming. "What Subjects Should be Taught in High Schools, and to what Extent?" P. W. Search, South Pueblo. "The College Course; Its Aim," W. O. Thompson, Longmont. "Adoption of a State Course of Study," Miss Jessie A. Wright, Montezuma. "What Training and what Education should be Required of Teachers in Ungraded Schools?" L. Du P. Syle, Boulder. "A Graded Course in Country," J. P. Jackson, Colorado City. "Ungraded vs. Graded Schools," Miss Edith Campbell, Pueblo. "Music in the Public Schools," W. J. Whiteman, West Denver. "American Civics," W. C. Thomas, Fort Morgan. "Judicious Questioning," P. M. Condit, Delta. "An Ideal Schoolmaster," Lewis J. Rote, Parkers. "Not in Text-Books," C. O. Broxon, Leadville. "Why do our Boys leave School Before Graduation?" Lee Champion, Salida. "Why do our Pupils fail in Arithmetic?" H. M. Hale, Boulder.

FLORIDA.

The schools of Florida are rapidly coming to the front, under the leadership of Hon. A. J. Russell, state superintendent. The State Association has been appointed to meet at Fond Du Lac Springs, the 1st and 2nd of March. New county superintendents were recently elected for four years.

MISSOURI.

THE SOUTH-WEST MISSOURI STATE ASSOCIATION.—PROGRAM. —"Reminiscences of Association," by President. Paper, "Defects in School Government," by E. E. Morris, Pierce City. Paper by Miss Jessie Durham, Springfield. Paper, "Daily Reviews," by C. D. Adams, Springfield. Reading, by Miss Cora Lichliter, Joplin. Paper, "Defects in Teaching," by G. H. Frazier, Searsville. Paper, "The Teacher's Responsibilities," by A. J. McGlumply, Greenfield. Paper, "The Primary: Its Work, Its Mission," by Miss Emma V. Shortess, Joplin. Reading, by Miss Lida Clark, Carthage. Paper, "The Study of History as a Means of Culture," by Miss Anna Clark, Nevada. Reading, by Miss Della Buchanan, Carthage. Paper, "How is County Supervision to be Secured?" by J. H. Magill, Henderson. Paper, "The Romance of our Mother Tongue," by Dr. H. B. Frye, Joplin. Model Class Drill, by Miss Weltha Rawson, Carthage. Paper, "Basis and Extent of Public Education," by R. D. Shannon, Joplin. Reading, by Miss Lida Clark, Carthage. Paper, "Language as we Teach It," by F. P. Sever, Neosho. Paper, "Examinations," by Miss Mamie Stewart, Carthage. Paper, "What Shall we do with our Boys?" Supt. J. Fairbanks, Springfield. Paper, "Teachers' Examinations: Their Uses and Abuses," by L. M. Maiden, commissioner of Vernon county. Paper, "Arithmetic for the Masses," by F. A. Hall, Springfield. Paper, "Music as a Teacher in Intellectual Growth," by president of Conservatory of Music, Carthage. Music—Juv.

cation song. Reading, by Miss Buchanan. Lecture, "Higher Education," by President F. T. Ingalls, of Drury College. Paper, "English in Public Schools," by Miss May Fisher, Springfield. Paper, "Hygiene of the School-Room," by A. R. Snyder, M.D., Joplin. Paper by W. C. Sebring, Ash Grove. Paper, "Culture vs. Knowledge," by W. T. Carrington, Springfield. Paper, "The Mission of the Public School," by A. J. Riley, Lamar. Paper, "Tact," by Superintendent W. J. Hawkins, Nevada. Paper, "Hand Training in the Public Schools," by Superintendent White, Carthage.

The course of study at the Mountain Grove Academy, at Mountain Grove, is very well prepared. W. H. Lynch, A.M., is principal.

MARYLAND.

COUNTY SCHOOL EXAMINERS.—H. G. Wimer, Cumberland, Allegany county; Jno. C. Bannon, Annapolis, A. Arundel county; Chas. B. Rogers, Towson, Baltimore county; Dr. P. Briscoe, Port Republic, Calvert county; M. B. Stephens, Denton, Caroline county; James A. Dittenbaugh, Westminster, Carroll county; Rev. Jno. Squier, Port Deposit, Cecil county; F. J. Maddox, Tompkinsville, Charles county; Dr. Jas. L. Bryan, Cambridge, Dorchester county; G. H. Worthington, Frederick, Frederick county; Wm. Hinebaugh, Oakland, Garrett county; J. D. Worthington, Bel Air, Harford county; J. T. Thompson, Ellicott City, Howard county; Eben F. Perkins, Chestertown, Kent county; J. J. Higgins, Rockville, Montgomery county; T. S. Stone, Aquasco, Pr. George's county; L. L. Beatty, Centerville, Q. Anne's county; W. H. Dashiell, Princess Anne, Somerset county; F. N. Holmes, Leonardtown, St. Mary's county; Alexander Chaplain, Easton, Talbot county; P. A. Witmer, Hagerstown, Washington county; Thomas Perry, Salisbury, Wicomico county; C. J. Purnell, Snow Hill, Worcester county.

Miss Mary Garrett, has added another benefaction to her list of good works for the people of Maryland. She recently purchased a valuable piece of ground in the northern section of Baltimore and has begun the erection of a fine building for the Bryn Mawr School, designed to prepare girls for entrance to Bryn Mawr College, near Philadelphia. This handsome gift to the promoters of the school will cost Miss Garrett over \$200,000. The classrooms and gymnasium will have walls of English enameled brick of various colors. Miss Garrett will endow the institution, as the tuition fees will hardly support it. Particular attention will be paid to physical culture.

NORTH CAROLINA.

The school year of Piedmont Seminary, in Lincolnton, begins in August, and ends in May. Miss Angie E. Cladwell is principal.

NEW YORK.

The amount of money deposited last term in The Children's Savings Fund of the Jamestown public schools was \$500. Depositors are from five to fourteen years old, and there were two hundred. Some of them deposited five dollars during the term. They can draw out money by giving one week's notice.

J. H. BROWN.

The grammar department of the public school at Lawrence Station, under the management of Principal Tice, gave a very pleasing entertainment not long since. An elocutionary contest excited much interest. William R. Strickland received the first prize, Mary L. Smith, second, and the third, Laura Mott.

The teachers' institute for the first district of Saratoga county, was held at Mechanicville, and the Union free school building is admirably adapted for a meeting of that kind. Commissioner James F. McCormick, of Ballston Centre, and others labored hard to make the institute a success, and it proved such.

SOUTH CAROLINA.

The male high school, Reidsville, opened the second Monday in January, under the care of Mr. Thomas Williamson, late of Lynchburg, Va. The Pleasant Grove school, near Greers, Greenville county, closed a nine months' session on Tuesday, Dec. 19, 1888. Miss Twelfth Hillhouse will, on the first Monday in January, begin her third year's work as teacher of that school. Mr. M. H. Dantel has begun another year's work as principal of the academy at Duncans, Spartanburg county. H. R. Raveneau, secretary school board, Spartanburg, is advertising for bids for building a new school-house. Recent act of the legislature, authorizes and requires the town authorities to issue twelve thousand dollars' worth of bonds for suitable school building. Camden has voted ten thousand dollars for a school building.

Greenville, S. C.

WM. S. MORRISON.

WEST VIRGINIA.

The new board of education of the Wheeling schools has organized, and elected Col. Jere. A. Miller as president, and re-elected as clerk J. Edgar Hall. Supt. of the City Schools W. H. Anderson was also unanimously re-elected, and his salary increased from \$1,600 to \$1,800. The Wheeling schools are in a very prosperous condition, and the year's work thus far has been very pleasant. Our institute held during Thanksgiving week is acknowledged by all who attended to be the best ever held in the city. Dr. N. C. Schaeffer, of Kutztown, Pa., and Dr. T. C. Mendenhall, of Indiana, were the instructors, and well did they perform the work assigned them. A special feature of the occasion was a lecture on "Earthquakes," by Dr. Mendenhall, and one on "Manual Training," by Dr. Schaeffer. Dr. Schaeffer was one of the commission appointed by Gov. Beaver a little over a year ago to thoroughly investigate the subject of manual training in all its phases, and he showed by his lecture that he understands the subject.

Our neighboring little city of Benwood is still favored in having Prof. J. W. May in charge of her public schools, and he is doing good work. Walter Mitchell still holds the fort at Wellsburg, while the Moundsville schools, twelve miles below us, are doing splendidly under the superintendency of Prof. D. T. Williams.

There is no better nor more earnest teacher in West Virginia than Thos. C. Miller, superintendent of the Fairmont public schools.

Prof. R. A. Armstrong, principal of the West Liberty Normal School, reports that school never so largely attended as now. Our State University has a greatly increased attendance over last year.

Hon. B. S. Morgan, state superintendent of schools, has been re-elected.

Wheeling.

F. H. C.

CALIFORNIA STATE ASSOCIATION.

ADDRESS OF WELCOME.

Gov. R. W. Waterman said: "You meet to exchange views and ideas of teaching, and many of you will offer improvements in your modes of teaching. It would seem that the science of teaching is now almost perfect, yet there will be many improvements made and adopted every passing year. As governor of this state, I am proud of our teachers, and I know I voice the sentiments of the whole people. I am proud that you have adopted my idea of a reformatory or reform school. I would have you talk to the boys. Have them stop their cigarette-smoking. Impress them with the fact that they are to be our future citizens and statesmen."

Ira More, principal State Normal School, Los Angeles, responded. He said the public schools of California were progressive—were keeping up with the times.

Mayor Eugene Gregory said: "The schoolmaster is, in truth, the great civilizer of the age; upon him devolves the grave responsibility of molding the youthful mind to a proper conception of the allegiance which is due to a Supreme Being; the realization of the blessings and opportunities which are so bounteously offered; of the significance of the establishment of social order; the proper cultivation of the taste, the imagination, the senses, or the faculties which derive pleasure and profit in the acquirement of knowledge and of love for God, for country, and fellow-man."

Ira G. Hoyt, superintendent of public instruction, responded. He said it was not many years ago when the public school teacher was looked upon with little consideration, but to-day the great cities of the nation vie with each other to get the national gatherings of these character-builders.

Elwood Bruner said that Sacramento expended over \$100,000 a year on her public schools, or more than \$3 for every man, woman, and child in the city. As good an education can be obtained in the Sacramento schools as can be obtained anywhere in the state, sufficient to fit the graduate to enter any walk of life.

Madison Babcock, deputy superintendent of schools, San Francisco, said he felt like a Sacramento man himself. He secured the holding of the convention in Sacramento, and in order to do so had made many promises. So far all the promises up to date had been redeemed.

THE RELATION OF THE UNIVERSITY TO THE PUBLIC SCHOOL.

Horace Davis, president of the University of California, said: "We ought to have a high school in every county, with courses of study so adjusted as to admit the graduates to the university. If unable to maintain classical courses, the counties should provide such training in English, mathematics, and natural science as will lead up to the door of that side of the university. The regular courses of the normal school should also be graded up to the university doors, and a chair of pedagogics established to continue this line of teaching."

"This affiliation with the university, this unification of our whole school system, will do more than anything else can to elevate the quality of teaching throughout the state, to maintain its high level."

HIGH SCHOOL CRITICISM OF GRAMMAR SCHOOL WORK.

Frank Morton, principal of the boys' high school, of San Francisco, read a high school criticism of grammar school work, and the discussion which followed was entered into by D. O. Barto, Albert Lyser, and L. A. Chambers.

GRAMMAR SCHOOL CRITICISM OF PRIMARY SCHOOL WORK.

Supt. E. T. Pierce, of Pasadena, said: "We leave too great a gap between the primary and the grammar school."

In the primary we make instruction the chief end, leaving the real education to begin in the grammar school."

This paper was discussed by Miss Harriet McCormick and Miss M. G. Pierpont.

Prof. Albert S. Cook, president of the association in his annual address said: "Let boards of education and principals seek for character in the teachers they employ; insist upon it as a prime requisite and discharge teachers who haven't it."

James G. Kennedy, president of Cogswell Polytechnic College, was down on the program for an essay, "What Would be gained by the Incorporation of Industrial Training with the Public School System." Mr. Kennedy had been called to his home on account of sickness in his family, and his brother read a synopsis of the paper.

Fred. M. Campbell delivered an able address on "What Would be Sacrificed by the Incorporation of Industrial Training with the Public School System?"

S. D. Waterman, of Stockton, and J. B. McChesney, of Oakland, made short addresses in answer to the many objections made by business men to the present school system.

Rev. C. D. Barrows, of San Francisco, delivered an eloquent address upon "The Moralists' Criticism of the Public School." His arguments were ably replied to by A. L. Mann, of San Francisco, and Charles H. Allen, of San Jose.

The question of industrial training was discussed at length by C. J. Flatt, of Los Angeles, and D. A. Hayes, of Santa Clara.

When the report of the committee on curriculum of grammar and primary schools was submitted it was discussed by C. H. Murphy, of Visalia, and O. A. Graves, of Red Bluff.

ELEMENTARY TEACHING OF SCIENCE.

F. Slate, assistant professor of physics and mechanics of the University of California, read an essay upon the "Scope and Aim of the Elementary Teaching of Science." He said: "Science has rightfully a place in the school curriculum, because it both affords mental discipline of a desirable kind not given so well by other branches, and opens up extensive fields of human thought and activity in the past as well as the present."

This paper was discussed by S. P. Meads, of Oakland, Miss Belle Duncan, of Salinas, and Josiah Keep, of Mills College.

THE SCHOOL TRUSTEE.

J. L. Wilson, superintendent of the schools of Colusa county, read an exhaustive essay upon "What are the Respective Rights and Duties of Parents and Teachers in the Management of Schools?"

THE TEACHER AND THE PARENT.

C. C. Stratton, president of Mills College, read an essay upon "By what Method can the Teacher Educate the Parent?" He assumed that the duties of parents and the rights of teachers are not fully recognized.

DUTIES OF PARENTS.

Ira G. Hoyt, superintendent of public instruction, delivered an address on "What are the Respective Rights and Duties of Parents and Teachers in the Management of Schools."

Miss Lizzie P. Wilson, of San Jose, read an able paper upon the subject "Should Kindergarten Work be Pursued Alone, or in Connection with the Ordinary Studies of the Primary School?"

Miss Fidelia Jewett, of the girls' high school, San Francisco, read an able paper upon "Making our School-Rooms Beautiful and Attractive." She said: "There never was a time when so much was written on the 'House Beautiful' as in the last few years, but we have heard very little about the 'School Beautiful.'"

OFFICERS.

President: Ira More, of Los Angeles.

Vice Presidents: C. H. Murphy, Visalia; E. T. Pierce, Pasadena.

D. C. Clark, Santa Cruz; Madison Babcock, San Francisco.

Treasurer: James T. Hamilton, San Francisco.

Secretary: Miss Mary E. Morrison, San Francisco.

NEW YORK CITY.

THE EMILE.

About a year ago a number of male teachers in the New York schools determined to form a distinctively literary organization. The originators aimed not alone at that literary development which should mark the progressive teacher, but they wished to draw into a close fraternal friendship men engaged in the same profession. The idea received the approval of Superintendent Jasper, and of every school official to whom it was mentioned. The fraternity was organized with the title of "Emile," and through the kindness of Commissioner Holt and President Webb, a room was secured in the New York college, where the meetings of the fraternity are held on the first and third Fridays of the month.

The purposes of the fraternity are best exemplified by the following extracts from the preamble of the society:

"Since union is the essential element of strength, and collective action presents more certain hopes of success in the attainment of an end than individual strivings, we who have been entrusted with the sacred charge of educating the young, of developing the intellect, and molding the character of those who are indeed the hope of the future; we who are engaged in the most vital and serious of all professions, have determined to unite; we have thus determined for the formation of a bond of fraternal friendship among the members of the 'Emile.' For that mutual assistance and kindly aid which ever helps the weak and strengthens the already strong; for that intellectual development by essay and debate, by means of which our work may become more accurate and complete; and lastly, for the establishment of a spirit of intimacy, sociability, and good fellowship among the male teachers of the public schools."

The present officers of the fraternity are: President, Joseph H. Wade, G. S. No. 1; Vice-President, Edgar D. Shimer, G. S. No. 20; Recording Secretary, Gustave A. Carls, G. S. No. 49; Corresponding Secretary, William O'Shea, G. S. No. 75; Treasurer, Gustave Straubenmuller, G. S. No. 25.

FORM STUDY AND DRAWING.

A REPORT.

Form study and drawing means much more than the words may seem to indicate. It aims to promote mental development through natural methods of instruction, leading the student to observe, to discover, to think, and to express what he thinks by concrete, graphic, and verbal language.

Its specific ends and the means by which these ends are to be reached are:

1. The training of the general intelligence by bringing the child into contact with the type forms of nature and art, and through the study of these to a fuller realization of the objects which make up his environment.
2. The more complete training and development of the powers, (1) of observation, (2) of thought, by the association and comparison of objects, stimulated through making and drawing.
3. The training of all the powers of expression, thus more fully fitting him for the performance of the duties of life.
4. The development of care, cleanliness, accuracy, and morality, through doing things that are to exist beyond the mere time of action, and by the forming of mental standards of what is right and wrong, good or bad, in all that relates to the construction of objects, their representation, and their decoration.
5. The formation of strong physical and mental habits through special training for free, correct, and rapid action, and thoughtful execution.
6. The study of drawing as the language of the constructive industries, by which all the facts of construction are made known through working-drawings; the general appearance of the completed object through pictorial drawing, and its enrichment through decorative drawing.
7. The education of the color sense by first creating an unconscious familiarity with color, leading the student to comparison, and then to definite conclusions in regard to proportion and harmony in the use of colors.
8. The development of aesthetic feeling by bringing the child into contact with objects simple in character, but beautiful in proportion and outline, and by providing for the study of nature and of harmonious composition, thus leading to the employment, appreciation, and proportion of the highest manifestations of art.

Conference of
Educational
Workers.

COMMITTEE } WALTER S. PERRY,
MARY D. HICKS,
JOSEPHINE C. LOCKE.

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LETTERS.

274. SOME CORRECTIONS.—In a recent issue you predict that under "the new administration, the New Jersey State Normal School will become one of the most successful normal schools in the country." "Will become?" Permit me to assert my opinion that it has *already* become one of the most successful as well as one of the most practical. Dr. Hasbrouck is one of the most able, practical, and thorough-going men that can be found anywhere; an indefatigable worker, untiring in his efforts for the school and its students, as well as the cause of education generally; and there are few similar institutions which are able to boast of a faculty superior to that of the normal school located at Trenton, N. J. The newly elected principal, Prof. Green, is said to be a man of sterling, intellectual qualities, and it is therefore hoped that he will be able to keep up the present status of the school, and that he may be enabled to continue the improvements inaugurated by the present incumbent, for a progressive institution can not stand still.

Philadelphia.

T. ALGERNON CADWALLADER.

275. RELIGION IN THE PUBLIC SCHOOLS.—Recent numbers of the SCHOOL JOURNAL bespeak its anxiety to see religion taught in the public schools. The proposal is rendered somewhat intangible by the solemn protestation that all sectarianism, theological disquisition, dogma, must be shut out. That would seem to leave us in simple theism, the common substratum of Protestantism, Catholicism, Judaism, etc. Wherefore, produce your simple theist, and he will write a text-book, or instructions for teachers, on the teaching of religion in the public schools which will be accepted by all Catholics, Protestants, Jews, etc., as a common confession of faith. Do you believe so? If you do, produce your simple theist. He is as easily producible as Plato's Wise Man, who settles everything to the philosopher's own satisfaction, but who has never been beheld, as yet, by the eyes of man. But while this pure theism cannot be taught explicitly, it is taught implicitly, in all our schools. The teachers are theists, and no one, with an inferior mind, looking up to them for directions, can help directing them according to the faith which is in them. The way the SCHOOL JOURNAL desires to travel is impracticable; the work it desires is doing. To let down the bars, will embroil us in theological-political contests of incalculable magnitude, and concerning which only one thing is certain, they will do the public schools almost fatal harm and the world no good. WM. J. ECKOFF.

276. BENEFICIAL INFLUENCES OF SAVINGS BANKS.—1. The little sums that had been heretofore paid for candies and useless trinkets, are now deposited in the bank with a view to expending it for some useful purpose. The bare effort in making a choice for the use of the money does good service in the education of the child.

2. The fact that they are laying up a sum of money, instead of spending it foolishly, has a direct tendency to giving them a broader, higher idea of the uses and purposes of life, and arouses and adds to their sense of self-respect. They do not fail to discover that they can thus make themselves less burdensome in the family, and that they can become really useful in assisting others.

3. It strengthens their allegiance to the school, and affords an added interest to their daily duties. The teacher, who has succeeded in interesting her pupils in the economies of living, has shown them how to save and how to expend their money, has made warm friends of them, and increased her influence over them for good.

4. The practical working of the Children's Savings Fund is in the line of business, and is good not only for the pupil, but is also a valuable experience for the teacher. They all learn to keep accounts correctly, and in the best manner.

5. Parents are well pleased with the working of the savings fund, because they see that its influence over their children is healthful and in the right direction.

A word on behalf of Dr. Dittes. His position that children can not properly use money, or economize in its use, until they have earned it, seems to me not well taken. The doctrine applied to business affairs among men would turn the world "upside down" very quickly, since very many men have money, spending as they alone see fit, which does not in any good sense belong to them; they are enjoying the fruits of some other person's labor.

Jamestown, N. Y.

S. G. LOVE.

277. BOUNDING NEW YORK.—(Ans. to Ques. 127.) Two teachers, who bound New York exactly alike can hardly be found. Some say that Lake Ontario and the St. Lawrence River, bound New York on the north, and others insist that it is Ontario. Both are right. It is a question of taste.

278. READING OR SPELLING FIRST.—(Ans. to Ques. 128.) (1) By all means teach reading first. Read any good book on primary methods. Young pupils learn the word first, and afterward its parts. This is always the order of

nature. (2) What is meant by "learning"? If it means a book, then we should answer the question, "No;" but if knowledge that is of the most worth in the conflict of life, then we should say, "Yes."

279. SOME VERY FUNNY ANSWERS.—Being much hurried this week I was unable to give my class a lesson on plants as I usually do, so I confined myself wholly to, *Hooker's Child's Book of Nature*. As soon as I had finished reading they took pencils and wrote their compositions. There could not be any fault in the matter given to them for consideration, nor in the manner of presentation. From the results I cull the following gems, feeling sure they will interest if not amuse you:

No. 1. "I like the sap of oranges and some apples." "We can make sausage out of sap and molasses." "There is a great deal of sap in the sugar-cane and the honey flower." "We can make the roots, stems, and barks out of sap."

No. 2. "The sap is the most usefulest part of a plant. The sap can make sweet and bitter. An orange the juice is sweet and the shell is bitter."

No. 3. "We get sugar from the sugar-trees it is very useful to us."

No. 4. "We can dye things out of sap."

No. 5. "There are difference kinds of sap some is sweet and some is bitter" "All the fruits that have a sweet taste come from the same plant and all the fruits that have a bitter taste come from the same plant."

No. 6. "The middle part of the tree is the part which makes the new wood."

No. 7. "Many years ago the negroes had to bore holes in the tree and in this way they took out rubber and it is called India-rubber."

(No. 7 from one of the best scholars (?) in the class.)

No. 8. "Sap comes from the juice of the tree."

No. 9. "The sap breathes through the leaves but we do not."

No. 10. "The sugar is made very sweet from sap."

No. 11. "Sap is the juice of the tree, this sap runs up and down the sap that runs down is wetter than the sap runs up."

No. 12. "It is very strange that nearly everything is made out of the juice of trees."

No. 13. "The sap that goes up to the tree is of no use and the sap that goes up is more us than the sap that goes up."

No. 14. "Sap of grapes the make grape wine it is very sweet. The sap of a apple is sometimes sweet and sometimes sower."

No. 15. "Sap comes from the mouth of the root from a tree."

No. 16. "Sugar is the most useful thing what everybody needs."

No. 17. "The sap that goes up to the tree is more used than the sap that goes down."

No. 18. "Sap comes from ground and the moisture and the earth." "If there were no sap the fruit would have no sweet tast." "There is such a country that things are made out of sap."

No. 19. "They breathe life we do but their veins are in a different condision."

No. 20. "The most principal thing of France is sugar."

No. 21. "It is a country to know what kind of things is made out of sap."

No. 22. "Sap is very useful to the plants there is water sap and the is real sap. Now I will tell you something about sap the sap feeds the plant."

I am sure they have never done worse on a lesson I have given.

I. E. W.

280. GRANTING LICENSES TO TEACH.—Preliminary to granting licenses to teach, should the analysis of the character, and individual traits of the licensee not be vouched for by those whose duty it is to analyze it? Isn't the character of the teacher of far more importance, for good or ill, than the mere scholarship? In the much-abused, because so ignorantly misunderstood, "public school" days, such queries as these were to be answered by the principals of grammar schools from whom the apprentice to teach was taken:—Is she strictly truthful? Is she to be depended upon for the performance of duty? Can she intelligently take, and faithfully carry out, orders? Is she tidy in her dress and person? Is she respectful in manners to those in authority?

Would such affirmative requirements not do much towards real reform, and true education in our schools? Such a standard would rid the schools of much material which should never enter them as teachers, and would be an easy and proper pre-sifting before entrance to the normal college and an indispensable sub-sifting before receiving a license.

Is any person but an apprentice till the fitness has been tried and tested, in the assigned work? Therefore, a license, as now obtained in our city, is no assurance of capability, only a proper pre-requisite towards appointment. The license should follow a term of probation in the school-room, instead of appointment depending on a license as now.

New York City.

G. G. G.

281. LOUD TALKING.—(Ans. to Ques. 180.) Use persuasive means. Lead pupils to see that it is for their own benefit to be quiet. You can whip and scold a school into everlasting rest; but whipping and scolding are not educational processes. What pupils believe is for their own benefit, they will do; but what they think is not for their own benefit, they will not do, except by compulsion.

QUESTIONS.

162. GRAMMAR WORK.—Is telling or writing stories of lessons sufficient grammar work for class in first reader? A. V.

163. GEOGRAPHY WORK.—Will some one give an outline for geography work for class in first reader? A. V.

164. POWER OF COUNTY SUPERINTENDENT.—Has the county superintendent power to close a district school taught by one who, though properly qualified, has no certificate from him? A. V.

165. APPETITE FOR READING.—What plan would you recommend to adopt in order to give a child an appetite for reading, so that this habit may characterize him when a man? W. G. B.

166. POWER TO FORGET.—Do we ever forget anything, or have we the power to forget what is thoroughly learned? W. G. B.

167. RELATION OF LESSON AND RECITATION.—Please oblige me with an answer on the relation of the lesson and recitation. K. A. G.

168. GOING HOME AT RECESS.—I am troubled a great deal by scholars who want to go home at recess. What would you do to prevent it? F. M. C.

169. CLIMATE.—Why is the climate of Prince Edward Island milder than that of the adjacent parts of the continent? M. E. R.

170. HOW TO PREVENT TARDINESS AND ABSENCE.—I would like to know the best method for stopping tardiness and absences. Have tried reading some interesting story for opening exercise with quite good results in some localities. M. E. K.

171. WRITERS.—Name the poets by whom verses were addressed to each of the following personages: Stella, Laura, Ianthe, Julia, Beatrice, Marguerite, Pensylia, Lucasta, Dianeme.

172. Who wrote the Mustang letters?

173. Who wrote the Centaur?

174. Who was Ettrick Shepherd?

F. L. K.

175. WORK AT INSTITUTION.—Please to give some suggestions as to character of work, and manner of pursuing the same, that a teacher may use in a monthly institute with his teachers. E.

176. SUPPLEMENTARY READING.—What are the different ends to be obtained by supplementary reading? What are the different forms or methods of application in the recitation? A. H. L.

177. HOW TO PREPARE LESSONS IN SUPPLEMENTARY READING.—Should pupils prepare the lesson in supplementary reading beforehand, as in Johnson's "Geographical Reader," or "Glances of the Animate World"? A. H. L.

ANSWERS.

(Ans. to Ques. 160.)—There are three classes of games—of skill, like checkers, chess, etc.; of chance, like dice, cards, etc.; and educational, like authors. Games of skill are excellent for training the intellect, and should be encouraged as a means of recreation; educational games may sometimes be profitably introduced as an exercise in regular school work, but games of chance should not be countenanced for an instant. If the pupils cannot be reasoned out of indulging in card-playing, forbid it. The natural associations of card-playing are too injurious to allow it for an instant in the school-room. B. H. A.

(Ans. to Ques. 150.)—It seems to me that punishing a pupil on the word of another is too great a premium on tale-bearing, and, beside, it offers a superior chance for one pupil to "get even" with another in a case of fancied injury. Never let pupils form the habit of telling on each other; it follows them through life, and is a source of much unpleasantness to themselves and others. It is sometimes hard to know just what to do in a case where a misdeed has been brought to the teacher's notice by another pupil, and the culprit will not acknowledge his fault. I have thought many times that it were better to let the offender go unpunished than to allow tale-bearing. B. H. A.

HOW TO MAKE THE STUDY OF ARITHMETIC INTERESTING. (Ans. to Ques. 6.)—The study of arithmetic is not only interesting, but actually becomes attractive to those who otherwise would consider it a bore, if it be pursued with the reasoning and thinking faculties, rather than with "parrot" memory and machine work. The youngest pupils will learn with delight, and quickly, too, to give the reasoning for reducing a mixed number to an improper fraction, an improper fraction to a mixed number, and a fraction to its lowest terms; for multiplying and dividing fractions; for all the operations of compound numbers, of percentage, of stocks, of insurance, in fact, of all the topics of arithmetic; while they will be bored and disgusted with the subject, and, justly, if they are simply required to learn rules and solve examples mechanically. What does the "rule-crammed" pupil get out of this? "Multiply the whole number by the denominator of the fraction, add the numerator, and place the result over the denominator." A thinking boy would say, "Why not multiply by the numerator, and add the denominator?" And he would puzzle many a hearer of lessons in arithmetic. The fact is that we do not multiply by the denominator at all, as the simple reasoning will show, but by a number which happens to be the same as the denominator, and so the "rule" answers the purpose, while it misleads the pupil and gives him no idea whatever of the reason or sense of the operation. Just help the boys and girls to see the reasoning instead of the rules, and help them to think and know when they are doing work correctly, by their common sense, and they will find it so "interesting" that they will never need any urging. H. E. SLAUGHT.

QUALIFICATIONS FOR VOTING. (Ans. to Ques. 137.)—The property qualification varies in different states. Pennsylvania requires that the voter, if twenty-two years of age, shall have paid a state and county tax. Rhode Island requires that a person shall possess at least \$25 assessed valuation of property in order to vote upon a proposition which involves the raising of money. Tennessee requires that the voter shall have paid a poll-tax of fifty cents or one dollar within one year. J. N. B.

PHONICS. (Ans. to Ques. 142.)—1. A judicious drill in phonics will greatly improve the articulation and pronunciation of the pupil, by giving him a practical knowledge of the sounds of each letter. 2. It develops the voice, and renders it strong and smooth, and otherwise musical. 3. Indirectly, this drill acts upon the lungs, and develops them and the chest, rendering the individual less susceptible to colds and diseases which result from weak lungs. J. N. B.

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BOOK DEPARTMENT.

NEW BOOKS.

DIALOGUES AND SCENES FROM THE WRITINGS OF HARRIET BEECHER STOWE. Arranged by Emily Weaver. Houghton, Mifflin & Co. Boston: 4 Park Street. New York: 11 East 17th Street. The Riverside Press, Cambridge. 96 pp. 15 cents.

The use to which this little volume may be put is twofold. It offers to schools material for simple and easily effected dramatic representation; and it provides reading classes with spirited dialogues for reading exercises. The selections are from some of Mrs. Stowe's most true-to-life scenes,—full of pathos and mirth. They come from haunts with which we are well acquainted, but seem fresh and new each time they appear. "Uncle Tom's Cabin," "Old Town Folks," and "The Minister's Wooing," are made by Miss Weaver to furnish nine most charming dialogues. Full descriptions of costumes and surroundings are given, which can be arranged with ease.

BOOKS AND LIBRARIES AND OTHER PAPERS. By James Russell Lowell. With Notes. Houghton, Mifflin & Co. Boston: 4 Park Street; New York: 11 East 17th Street. The Riverside Press, Cambridge. 82 pp. 15 cents.

The reading matter furnished by the "Riverside Literature Series" is unexceptionally good. There is variety enough to make it attractive so that all may be interested, and whether it be prose or poetry it is always good. The present number appeals rather to persons of mature taste and knowledge, containing as it does four addresses by Mr. Lowell. They are, "Books and Libraries," "Emerson, the Lecturer," "Keats," and "Don Quixote." There is much that is both interesting and historical in the Notes, which are sometimes quite full, and the volume, though small, is a valuable one.

ASTRONOMY WITH AN OPERA-GLASS. A Popular Introduction to the Study of the Starry Heavens with the Simplest of Optical Instruments. By Garrett P. Serviss. New York: D. Appleton & Co. London: Caxton House, Paternoster Square. 154 pp. \$1.50.

Knowing that an opera-glass is capable of revealing some of the most beautiful stars in the heavens, and thinking that many persons would be glad to learn the fact,—the author of this volume experimented, and with such an instrument surveyed all the constellations visible in the latitude of New York, carefully noting all those points which would be liable to interest amateur star-gazers. All the beautiful objects seen by Mr. Serviss are not detailed in this book, but there is nothing described as visible through an opera-glass, or a field-glass, which he has not seen through such an instrument. He has divided the five chapters which compose this work, into—"The Stars of Spring,"—"The Stars of Summer,"—"The Stars of Autumn,"—"The Stars of Winter," and—"The Moon, the Planets, and the Sun." This division of the stars, is acknowledged, by Mr. Serviss to be purely arbitrary, and intended only to indicate the seasons when certain constellations can be best seen. The somewhat lengthy, and exceedingly interesting introduction, treats of "Popular interest in the phenomena of the heavens,"—"The opera-glass as an instrument of observation for beginners in star-study," and "Testing an opera-glass." Besides the description of the constellations, there is accompanying each division, a circular indexing map on a larger scale, and pictures of remarkable objects. The book is a valuable one.

THE DECLARATION OF INDEPENDENCE, and the Constitution of the United States in German, French, and English, in Parallel Columns. Translated by A. H. Laidlaw, Jr. Notes and Appendix. Political and Historical. French and German Revised by Professors Hellmrich, Schroeder, and Fezandie. Published by Laidlaw Brothers & Co., 137 West 41st Street, New York. 87 pp.

This is the first translation of the Constitution and the Declaration into French and German. The translations have been carefully made and revised by experts in the languages, and the author, producing a superior work and placing it in the hands of Americans, Germans, and Frenchmen, has done them a great service. There are many political and historical facts given in the Notes, and spaces are left to be filled at pleasure,—there are also blank pages at the end of the book, which can be used to advantage by students who may make a study of the subject. There is no production in history, or the civilized world so simple and yet so grand, as the Constitution of the United States. A study of it cannot be other than elevating; and these translations are given in two of the most copious and finished languages of the earth.

GERMAN NOVELLETTES. For School and Homes. Selected from the Best Modern Writers, and with Etymological, Grammatical, and Explanatory Notes. By Dr. Wilhelm Bernhardt. Vol. II. Boston: D. C. Heath & Co. 183 pp. 75 cents.

The six stories which compose this volume come from the pen of well known novelists, and were selected with reference to simplicity of style, and richness of phraseology. The Notes that are given are not to be considered as giving the exact meaning of the German word; they are chiefly suggestive, and serve the purpose of stimulating thought, and suggesting methods of reasoning on the part of the student. The stories bear the titles of—"Before Sunrise,"—"The Good Old Uncle,"—"Leberecht Huenchen,"—"The Simpleton,"—"Sphinx," and—"A Christmas Tale."

HOW MEN PROPOSE. Love Scenes from Popular Works of Fiction. Collected by Agnes Stevens. Chicago: A. C. McClurg & Co. \$1.50.

Every novel writer of the present day comes to the same place that his predecessors have reached—the presentation of the hand and heart, and its reception and answer. The interest of much of the lighter literature reaches its climax at this point. Some of the authors whose writings have been drawn from, are Miss Alcott, Miss Muloch, Dickens, Thackeray, Blackmore, Mrs. Stowe, George Eliot, W. D. Howells, Thomas Bailey Aldrich, William Black and Jessie Fothergill. The material is divided into these sections: The Youthful Proposal, The Vicarious, The Humble, The Pompous, The Successful, The Unsuccessful, The Resultless, and The Renewed. The amateur in the delicate art of proposing may find encouragement in the history of those who have been in the field before him, even if they be only people of fiction.

A COMPLETE GRADED COURSE IN ENGLISH GRAMMAR AND COMPOSITION. By Benj. Y. Conklin. New York: D. Appleton & Co. 65 cents.

The study of formal grammar reached its maximum about ten years ago, and then in spite of all the efforts to retain it on its old throne, it has gone lower and lower in esteem. The teachers have attempted to put something in its place, some one thing and some another. The general effort has been to make the pupil skilful to use his native tongue. Principal Conklin has in this work retained that part of the grammar that deals with the relation of words, and added the structure of the sentence, and also what will give the pupil power to use his own language. The subject is presented in a natural way; a simple sentence is made the basis, and then an inductive process leads the pupil on until all the complexities of the sentence are reached. The work will be especially valuable for teachers, as it is full of suggestions for teaching the language. Subjects for thought are presented to pupils, questions are given that require the pupil to formulate his own answers, and in general there is a plan presented that will aid the pupil to learn to use the English language properly. There are four features that render this volume especially valuable: (1) It is a manual that gives the pupil something to do. The grammar has too often only given him something to learn. (2) The pupil learns his rules from examining the sentence himself; the inductive process is employed. This is not so remarkable as the method of using the process suggested. (3) There is a skilful use of the principle of gradualism. The simple sentence is made the foundation; to this is added, first, phrases of various kinds, then the sentence, until the complete sentence is reached. (4) Ingenious methods are suggested in classifying words and sentences; and in teaching the correct use of words that will be of great aid to the teacher. There is a value in formal grammar; this volume seems to retain all that; the great end is to teach the use of language; this is covered by this volume very fairly. The author is well-known as a skilful teacher in Brooklyn; the preparation of this volume makes this apparent.

CHEMICAL LECTURE NOTES. By Peter T. Austin, Ph. D., F. C. S. New York: John Wiley & Sons, 15 Astor Place. 98 pp. \$1.00.

This little book is not intended to be a text-book of chemistry, but is simply a collection of notes and observations on certain topics which experience as a teacher has proved to be more or less productive of trouble to the student. No particular order has been observed in the arrangements of the topics, nor has there been any attempt to include all the difficult points met by students in the study of chemistry. There are forty-four chapters or divisions of the subject within the compass of this small volume, and there is much that is exceedingly interesting as well as valuable.

OHIO. First Fruits of the Ordinance of 1787. By Rufus King. Boston and New York: Houghton, Mifflin & Co. The Riverside Press, Cambridge. 437 pp. \$1.25.

Ohio, by Rufus King, is a history of the advancement of the third state, in strength of population. The dawn of its history appears about the middle of the last century, when at that time it was an unbroken wilderness. The author maintains the great interest of the subject all through the book, but the most attractive one of all its chapters is "The Wilderness" and the description of the work of the early heroic explorers in connection with it. Thirteen other chapters follow, showing the rise and growth of this wonderful state. The author takes his reader through all the steps of growth, from the vanishing of the Indian to the new settlements, on to civilization, wealth, and popularity. The book is intensely interesting from the first page to the last.

AUNT DIANA. By Rosa Nouchette Carey. Philadelphia: J. B. Lippincott Co. 308 pp. \$1.25.

Aunt Diana is a pleasantly written story of English life. It contains many good and useful lessons for brothers and sisters especially. The story is life-like, and the principle characters are forcible. Although the story is not a strong one, it is well worth reading.

PHYSIOLOGY. An Aid in Teaching and in Preparing for Examination. The Analytic Series of Teachers' Aids. By W. A. Clark. C. K. Hamilton & Co., Lebanon, Ohio. 150 pp. 75 cents.

This manual, of one thousand questions and answers, is systematically arranged with a complete outline of each division of physiology, anatomy, and hygiene,—extensive notes on teaching, and a full treatment of the physiological effects of alcohol and narcotics. Its aim is to furnish teachers the proper materials for a rapid but comprehensive review of the subject. The matter which composes the book has been carefully selected; and will be found to cover, with a good degree of completeness, the entire field. The Analytic Outline which is the skeleton of the entire body of questions, will greatly assist the memory by giving definiteness and system to the study. There are a few illustrations which will aid in understanding the answers to many questions.

NERVOUSNESS. Its Nature, Causes, Symptoms, and Treatment. With Notes of Cases. By H. S. Drayton, A. M., M. D. Illustrated. New York: Fowler & Wells Co., Publishers, 775 Broadway. 74 pp. 25 cents.

This fresh contribution to popular medicine applies to a growing malady in America, and is, therefore, seasonable. The statements are definite with regard to the common cause of nervousness, and no attempt is apparent to excuse or condone the ignorance or impropriety of life among intelligent people. The aim of the author of this little treatise is to point out the common cause of nervousness, and the cases from his own observation are very instructive, and have doubtless many parallels, for which the very reasonable and simple course of treatment will as well serve.

OUTLINE OF MENSURATION. By Geo. H. Colbert. Shandaoah, Iowa: Larimore & Stephens. 52 pp.

The aim of the author in writing this little book is to aid the student in Mensuration, in fixing rules, ideas, and principles,—and to do this, he has arranged the subject matter so that the reader will feel that he is mastering it as he proceeds. The book is intended to develop two points: 1st. That the mensuration of surfaces is based upon the triangle; 2nd. That the mensuration of solids is based upon the pyramid.

LITERARY NOTES.

LEONARD SCOTT PUBLICATION Co. have removed their office from Philadelphia to 29 Park Row, New York, and will issue their publications here.

D. C. HEATH & Co. announce the publication of Scott's "Lay of the Last Minstrel," edited and annotated by J. E. Wetherell.

CASSELL & Co. have among their latest publications a book written by W. J. Stead, managing editor of the *Pull Mall Gazette*, in which he gives interesting reminiscences of his recent visit to Russia.

THE AMERICAN SABBATH UNION is putting forth great efforts to obtain a due observance of the first day of the week. The arguments in favor of its observance can be had free of charge, by writing promptly to the senator from your state, asking for "the hearing on the 'Sunday Rest Bill' before Senator Blair's committee in December, 1888."

PROF. D. C. MURPHY, the well-known institute instructor and principal of the Ridgway (Pa.) schools, has written a new book, entitled "Recreations in History and Geography."

THE PRESBYTERIAN PUBLISHING Co., of Philadelphia, will publish soon "The Presbyterian Year Book for 1889."

THE HUMBOLDT PUBLISHING Co. have brought out an interesting work on "Tropical Africa," by Prof. Drummond.

ROBERTS BROTHERS announce the publication of the following works: "Louis Lambert," by Honore de Balzac, translated by Katharine Prescott Wormeley; "The Story of Reclama," by Sir Arthur Helps; "A Reading of Earth," by George Meredith; "Portfolio Papers," by P. G. Hamerton.

G. P. PUTNAM'S SONS number among their latest books "The Writings of Washington," edited by Worthington C. Ford; "The Best Books," a reader's guide to the choice of the best available books in all departments of literature, down to 1888; "English Wayfaring Life in the Middle Ages," by J. J. Jusserand.

D. D. MERRILL, St. Paul, Minn., has issued "Shoup's Graded Speller," by William J. Shoup.

D. LOTHROP COMPANY have in press a volume of stories by H. H. Boyesen, called "Vagabond Tales."

CATALOGUES AND PAMPHLETS RECEIVED.

Oration of Hon. Orlando B. Potter on the dedication of the monument erected by the Ninth regiment, N. G. S. N. Y., Eighty-third N. Y. Volunteers, July 1, 1888, at Gettysburg, Pa.

Seventy-seventh annual catalogue of the officers and students of Hamilton College, 1888-9. Rev. Henry Darling, D.D., LL.D., president.

Catalogue of the East Greenwich (R. I.) Academy, 1888. Rev. F. B. Blakeslee, A.M., principal.

Catalogue of Claflin University, College of Agriculture, and Mechanics' Institute, Orangeburg, S. C., 1887-8. Rev. L. M. Dunton, A.M., D.D., president.

A record of the work done by men and women educated in the State Normal School, Albany, N. Y. By Edward P. Waterbury, '49, president.

Montgomery county (Pa.) educational statement, including the institute course of study, and a discussion on rural school grade work. J. F. Saylor, county superintendent.

Artificial Persons, a philosophical view of the law of corporations, by Charles T. Palmer, B.L. Prefatory remarks by Dr. Paul Carns.

MAGAZINES.

There are many bright things in the February *Quiver*, among which are: "A Sermon on Salt," by the Rev. Michael Eastwood; the serial, "Miss Hilary's Suitors;" "God's Preventing Goodness;" and a very pretty story, "Santa Claus at Clifton Cottage."—An engraved portrait of Mary Mapes Dodge, editor of *St. Nicholas*, and a sketch of her literary career, also portraits of George Meredith, Walt Whitman, and Whittier, are some of the features of the January *Book Buyer*.—The *Magazine of Art* for February will be highly valued by admirers of the "Grand Old Man," on account of a frontispiece portrait, the original being by Millais. A few pages further on and we are given a paper on "Mr. Gladstone and His Portrait," by T. Wemyss Reid, which is illustrated with capital engravings from various portraits and caricatures, a full page being devoted to the portrait made by Watts in 1858. Among the other articles are: "The Isle of Arran," and "Some Thoughts on our Art of To-day."—Miss Dora Wheeler has spent much of her time for the past two or three years painting portraits of authors. They will be given as frontispieces through the year in the *Literary News*. Mrs. Stowe is portrayed in the January number, and Mrs. Burnett will be given in that for February. —Mrs. Mary Hallock Foote, author of "The Led Horse Claim," etc., has written a three-part novelette, "The Last Assembly Hall; a Pseudo-Romance of the Far West," which will be printed in *The Century*, beginning with the March number. "The Romance of Dollars," by Mrs. Catherine Wood, is completed in the February number of that magazine. —*Shakespeareana* will hereafter be conducted under the auspices of the New York Shakespeare Society, and published by the Leonard Scott Publication Co., at 29 Park Row. —In order to give an idea of the value of *Babyhood*, especially to mothers, we have but to mention some of the articles in the January number, viz.: "Learning to Walk," "Chilblains and Frost Bites," and "Home Instruction for Little Children."—*Table Talk* continues to be a very valuable magazine for the household. Housekeepers will be especially interested in the culinary and household departments.

What We Sing.

"Arma Virumque Cano," said Virgil; but in a more practical vein, "We sing the virtues of Compound Oxygen."

In these instances we sing by proxy; our patients are the proxies:

PORTAGE, WIS., January 30, 1888.

"My wife has been taking your Compound Oxygen for over two years for consumption and has derived much benefit from it, in fact, I think she would have died long ago but for it."

H. D. JAMES.

WALLA WALLA, WASHINGTON TERR., April 9, '88.

"I have used your Compound Oxygen treatment. My lungs hold double the amount of air they did at the time I first tried it. I know your agent is all you claim for it."

N. K. GABRIEL.

SUMTER, S. C., March 24, 1888.

"I believe I owe my life to your treatment."

CHAS. L. WITHERSPOON.

We publish a brochure of 200 pages, regarding the effect of Compound Oxygen on invalids suffering from consumption, asthma, bronchitis, dyspepsia, catarrh, hay fever, headache, debility, rheumatism, neuralgia; all chronic and nervous disorders. It will be sent, free of charge, to any one addressing DR. STANLEY & PALMER, 1529 Arch St., Phila. Pa.; or 311 Montgomery Street, San Francisco, Cal.

THIRTY-SEVENTH ANNUAL REPORT

-OF-

The Massachusetts Mutual Life Insurance Company,

For the Year Ending December 31, 1888.

RECEIPTS IN 1888.

Premiums,	\$1,667,543.71
Interest and Rents,	463,305.25
Total,	\$2,130,748.96

DISBURSEMENTS.

Death Claims,	\$511,818.00
Matured Endowments,	143,659.00
Surplus returned to Policy-holders in Dividends,	209,564.00
Surrendered and Canceled Policies,	196,747.58
Total payments to Policy-holders,	\$1,061,788.58
Commissions and Salaries,	\$335,768.61
Other Expenses,	162,800.54
Taxes and Licenses paid Massachusetts and other Insurance Departments,	\$22,435.64
Taxes on Real Estate,	7,321.34
Expenses on Real Estate,	29,746.98
Re-insurance,	21,636.50
Premiums on Securities purchased,	28,173.84
Total Disbursements,	\$1,578,367.46

ASSETS.

First Mortgage Loans on Real Estate,	\$3,754,365.81
Loans secured by Collaterals,	577,600.00
Loans on Company's Policies in force,	285,770.00
United State Bonds,	108,500.00
City, County, Township and other Bonds,	867,424.60
Gas and Water Bonds,	631,400.00
National Bank Stocks,	21,802.00
Railroad Bonds,	1,879,888.50
Railroad and other Stocks,	603,198.05
Real Estate,	555,884.33
Premium Notes on Policies in force,	524,271.04
Cash on hand and in Bank,	200,489.31
Interest and Rents accrued,	171,034.36
Premiums in course of collection, (less cost of collection),	112,692.06
Deferred Premiums, (less cost of collection),	181,302.59
Total assets,	\$9,565,522.65

LIABILITIES.

Reserve by Massachusetts Standard,	\$8,746,007.00
Claims for Death Losses and Matured Endowments in process of adjustment,	31,328.00
Claims for Death Losses resisted by the Company,	3,211.00
Unpaid Dividends,	27,684.89
Premiums paid in advance,	1,764.15
Total Liabilities,	\$8,809,995.04
Surplus by Massachusetts Standard,	\$755,527.61

Number of Policies issued in 1888, 3,631, insuring	\$12,007,550.00
Number of Policies in force December 31, 1888, 18,767, insuring (including Reversionary Additions),	\$49,480,584.00

Springfield, Mass., January 16, 1889.

The undersigned have carefully examined the Cash, Securities and balances of The Massachusetts Mutual Life Insurance Company, and find the same to agree with the above statement.

H. S. HYDE,

JOHN R. REDFIELD,

E. D. METCALF,

Auditors.

M. V. B. EDGERLY, President, JOHN A. HALL, Secretary,
HENRY S. LEE, Vice-President, OSCAR B. IRELAND, Actuary.

New York Office; 243 BROADWAY.

Houghton, Mifflin & Co.'s

NEW BOOKS.

Whittier's Prose Works.

New Riverside Edition, from entirely new plates. With Notes by Mr. WHITTIER, and Portraits. 3 vols., crown 8vo, uniform with Whittier's Poetical Works. The set, cloth, \$4.50; half calf, \$8.25; half levant, \$12.00.

This Edition of Mr. Whittier's Prose Writings includes, in addition to those heretofore collected, a number of essays, sketches, prefaces, and letters.

Cressy.

A Story by BRET HARTE. 16mo, \$1.25.
"He interests us, he delights us, and he captures us, from first to last."—R. H. STODDARD.

Progressive Housekeeping.

Or, Keeping House without Knowing How, and Knowing How to Keep House Well. By CATHERINE OWEN, author of "Ten Dollars Enough," "Gentle Breadwinners," and "Molly Bishop's Family." 16mo, \$1.00.

This time Mrs. Owen tells no story, but gives a series of admirable chapters on the art and method of keeping house well, full of practical sense tested by experience.

*For sale by all Booksellers. Sent by mail, postpaid, on receipt of price by the publishers,

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11 East 17th Street, New York.

"The New Uncle Tom's Cabin."

EDWARD BELLAMY'S

LOOKING BACKWARD.

In Cloth, \$1.50. Paper, 50 Cts.

"Bellamy's wonderful book."—EDWARD EVERETT HALE.

"It has made a deeper and more lasting impression than any other book of the year, not even excepting the two great theological novels."

—Boston Herald.

"The vital, inspiring, hopeful, convincing power of this book."—Literary World.

"The extraordinary effect which Mr. Bellamy's romance has had with the public; * * * one cannot deny the charms of the author's art; * * * this alluring allegory."—W. D. HOWELLS.

"Immensely attractive."—Commercial Bulletin.

"That astonishing book, 'Looking Backward,' how it haunts one like a grown-up 'Alice in Wonderland.' The mind follows entranced."

—Boston Gazette.

"That remarkable and fascinating novel which so many are now reading."—E. C. STEDMAN, in The Critic.

"A very extraordinary work."

—Historical American.

"A romance of surpassing merit and noble purpose."—EDGAR FAWCETT.

"It is a revelation and an evangel."—FRANCIS E. WILLARD.

"The book which thoughtful and serious-minded people are chiefly reading and discussing."

—Boston Herald.

"It is the 'Uncle Tom's Cabin' of the new era."

—The People.

"Bellamy's exceedingly clever book."

—New York Tribune.

TICKNOR & CO., Boston.

HOME

Insurance Company of New York,

Office: No. 119 BROADWAY.

SEVENTY-FIRST SEMI-ANNUAL STATEMENT,

JANUARY, 1889.

SUMMARY OF ASSETS.

Cash in Banks and Trust Companies,	\$ 359,833 26
Bonds and Mortgages, being first lien on Real Estate,	701,300 00
United States Stocks, (market value),	2,818,850 00
Bank and Railroad Stocks and Bonds, (market value),	2,379,130 00
State and City Bonds, (market value),	411,869 89
Loans on Stocks, payable on demand,	239,400 00
Interest due and accrued on 1st January, 1889,	79,098 83
Premiums uncollected and in hands of Agents,	626,500 15
Real Estate,	1,345,675 14
Total,	\$8,961,657 27

DANIEL A. HEALD, President,

WILLIAM L. BIGELOW, } Secre- JOHN H. WASHBURN, } Vice-
THOMAS B. GREENE, } taries, ELBRIDGE G. SNOW, Jr., } Presidents.

HENRY J. FERRIS, } Ass't Secretaries.
ARENAH M. BURTIS, }

New York, January 8, 1889.

CASH

300

STEM-WINDING

WATCHES

\$10,000

CASH

CASH

100

DIAMOND

RINGS.

GIVEN FREE TO SUBSCRIBERS. + GIVEN FREE TO SUBSCRIBERS.

Read and Learn!

Guess and Win!

So successful was our last contest, when we gave away \$5,000 to subscribers, December 25th, that we have decided to make a still more liberal offer of \$10,000 IN CASH, 300 STEM-WINDING WATCHES and 100 DIAMOND RINGS, TO BE GIVEN AWAY APRIL 25th, 1889.

A pint of ordinary rice, such as can be bought anywhere, has been placed in a pint (wine) measure even full, then poured into an ordinary pint glass measuring jar and sealed. The jar has been deposited with the North River Safe Deposit Company, and cannot be opened or counted till the expiration of this contest, April 25th, 1889.

THE FOLLOWING CLUED PRESENTS WILL BE GIVEN TO THE 3,120 SUBSCRIBERS MAKING THE BEST GUESSES AS TO THE NUMBER OF KERNELS OF RICE THE JAR CONTAINS.

1 Present to the Subscriber Guessing the Correct Number of Kernels,	\$2,000
1 present to the Subscriber guessing nearest the correct number,	1,000
1 present to the Subscriber making the next best guess,	500
5 presents to the 5 subscribers making next best guess,	250
10 presents to the 10 subscribers making next best guess,	500
20 presents to the 20 subscribers making next best guess,	500
50 presents to the 50 subscribers making next best guess,	500
100 presents to the 100 subscribers making next best guess,	500
200 presents to the 200 subscribers making next best guess,	500
500 presents to the 500 subscribers making next best guess,	1,000
2,250 presents to the 2,250 subscribers making next best guess,	2,250
3,120 Presents,	Amounting to \$10,000

NO CHARGE.—We make no charge for the guess but in order to introduce our old and new homes, we require each one answering this to become a subscriber for at least six months, and send us 20 cents in postage stamps or cash, which entitles you to one guess, or 50 cents for a yearly subscription, which entitles you to two guesses or \$1 for a two years' subscription, which entitles you to four guesses.

The Jar will be opened and grains of Rice counted April 25th, 1889, by a Committee chosen by the subscribers.

Should no one guess the correct number, then the one guessing nearest will receive the first present of \$2,000. Should two or more persons guess the correct number, then the one whose guess is first received will receive the \$2,000, and the next the \$1,000, and so on.

YOUR SUBSCRIPTION FREE!—For a Club of Five Yearly Subscribers, accompanied by a Club of Ten and \$5.00, we will send two extra Subscriptions. For a Club of twenty and \$9.00, we will send five extra Subscriptions. For a Club of forty and \$18.00, we will send ten extra Subscriptions. Each Subscriber is entitled to two guesses, and the getter up of the Club is entitled to two guesses for each extra Subscription. Put Club-members' Guesses on separate clip of paper.

THE AMERICAN HOMESTEAD is the title of one of the largest, handsomest, and best publications issued from Jersey City. It contains eight large pages, is long columns, completely filled with newest and choicest reading for every member of every American home. The subscription price has been reduced to only 50 cents a year, which affords more choice reading matter for the money than almost any other publication in the United States.

DIAMOND RINGS AND WATCHES FOR CLUBS in order to obtain a large list of subscribers before April 25th, we will give away 100 GENUINE DIAMOND RINGS to the first ONE HUNDRED PERSONS SENDING US A LIST OF SUBSCRIBERS WITH NOT LESS THAN \$10 IN CASH, and to the next 200 PERSONS WHO SEND US A LIST OF SUBSCRIBERS, AND NOT LESS THAN \$5. WE WILL GIVE AN ELEGANT GOLD PLATED STEM WINDING WATCH.

We have been so long before the public that it ought to be a sufficient guarantee that we will do as we agree. If we are unknown to you, any bank, commercial agency or publisher in N. J. will tell you who we are. Money may be sent by Postal Note, Registered Letter, or P. O. Order. Address:

THE AMERICAN HOMESTEAD, 74 & 76 Montgomery Street, Jersey City, N. J.

CUT THIS OUT AND SECURE A CLUB. IT WILL NOT APPEAR AGAIN.



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Catarrh Cured

Catarrh is a very prevalent disease, with distressing and offensive symptoms. Hood's Sarsaparilla gives ready relief and speedy cure, as it purifies the blood and tones up the whole system. "I suffered with catarrh 15 years. I took Hood's Sarsaparilla and now I am not troubled any with catarrh, and my general health is much better." I. W. LILLIS, Chicago, Ill.

"I suffered with catarrh six or eight years; tried many wonderful cures, inhalers, etc., spending nearly one hundred dollars without benefit. I tried Hood's Sarsaparilla and was greatly improved." M. A. ABBEY, Worcester, Mass.

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100 Doses One Dollar

SCOTT'S EMULSION

OF PURE COD LIVER OIL
AND HYPOPHOSPHITES

Almost as Palatable as Milk.

Containing the stimulating properties of the Hypophosphites combined with the Fattening and Strengthening qualities of Cod Liver Oil, the potency of both being largely increased.

A Remedy for Consumption.

For Wasting in Children.

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It was a colored preacher who said to
 his flock, "We have a collection to make
 this morning, and for de glory of heaven
 which ever one stole Mr. Jones' turkeys
 don't put anything on the plate." One
 who was there says: "Every blessed
 niggah in de church came down with de
 rocks."

I know two little sisters, one five and
 the other three years old. Eva, the elder,
 is very much afraid of thunder, but Pet is
 brave. One day a lady was calling on
 mamma during a thunder shower. Eva
 put her face in mamma's lap. "Aren't you
 afraid too, Pet?" the lady asked.
 "No," the little one answered, with a
 sunny smile. "Only if the funder's orful
 big, I hide my ears dis a minute."

Aristocratic old gentleman: "You do
 not mean to tell me, waiter, that this es-
 tablishment doesn't furnish its guests with
 toothpicks?"

Waiter (in a reproachful and melancholy
 tone): "Well, you see, sir, we used to
 keep 'em; but, sir, the gents almost in-
 variably took 'em away with 'em, sir."

A clergyman preaching a very dull ser-
 mon, sent his congregation to sleep, except
 a poor fellow who was generally consid-
 ered deficient in intellect. At length the
 reverend orator, looking round, ex-
 claimed, "What, all asleep but the poor
 idiot!" "Ay, quoth the fellow, "and if
 I had not been a fool I should have gone
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At breakfast: "Now, Johnny, you may
 have this one egg, but don't dare ask for
 another."
 After he had eaten the egg, Johnny
 asked for some salt.

"What do you want with salt?" said
 the good lady.
 "I want to put an egg on it."

A lady was taking her little daughter
 down town, and something had gone
 wrong, and she was crying very hard.
 The policeman on the beat, whom she
 feared for his uniform, was standing on
 the corner as they passed. He was very
 friendly, but she did not trust his friendli-
 ness very much.

"What little girl is that crying and
 making so much noise?"
 "Boo-hoo, boo-hoo—it isn't me; it's
 some other little girl—boo-hoo, boo-hoo."

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 with full directions for preparing and using.
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 this paper, W. A. Noyes, 149 Power's Block,
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"Why, Bobby," said his mother, "what
 are you looking at papa so for?"

Bobby: "Well, pop just drank some
 coffee out of his saucer, and it's made his
 moustache leak, and I didn't know
 whether to tell him or not."

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